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ABSTRACT

The guide offers a means for evaluating specific learning characteristics of visually impaired children at three levels: prereadiness (prekindergarten), readiness (kindergarten), and academic (primary grades). Items are designed to be administered by informal observation and structured testing. Score sheets contain space for reporting two testing sessions per item, and the progression of items can be used as a key to development of an individualized education program. Items from the prereadiness level cover fine motor communication, social-emotional, and gross motor skills. Readiness level items evaluate three main areas (subareas in parentheses): communication (auditory, visual, manual-tactual, speaking); mathematics (sets, numbers, measurement-time, measurement-money, measurement-linear, measurement-weight, measurement-temperature, geometry); and daily living (self care, career awareness, social-personal, body awareness). Entries from the academic level assess reading skills (work attack, word study, oral reading, and comprehension); writing skills (braille and print); spelling; language usage; mathematics (including numbers and numerals, arithmetic operations, and geometry); and daily living skills (leisure, vocational preparation and career awareness). Appended are the Dolch Word List and Optacon assessment procedures. (SB)

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EC 140 060

THE DAWN OF DEVELOPMENT

A Guide

for

Educating Visually Impaired Young Children

VOLUME I: ASSESSMENT

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Introduction

This volume represents the product of many hours of study, discussion, review, testing, and analysis. It and its future companion volume are being developed to meet very specific educational needs. Most materials used to assess visually impaired children are teacher adapted and hardly qualify as a normalized approach to educational assessment. The gaps in knowledge generated by most instruments often are large and offer little meaningful information to help in programming for the child.

This guide addresses the assessment problem in, what we feel to be, a most practical and comprehensive way. Its use can assist you in identifying specific learning characteristics of visually impaired children which can then be translated easily into valuable programming ideas.

The information which follows will assist you in utilizing the guide.

Description of Items

There are several types of items and behaviors that the teacher* will assess. The instrument is divided into three levels: Pre-readiness, readiness, and academic. These correspond approximately to pre-kindergarten, kindergarten, and primary grades (first through third). Levels are divided into skill or learning areas. These correspond to instructional areas at the respective educational levels. (See Figure 1.)

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*"Teacher" is used, but any other person or group of individuals familiar with the child can utilize the instrument.

Figure 1. Levels and Areas of Assessment

Level	Fine Motor	Communication	Social/Emotional	Gross Motor
Pre-readiness				
Readiness	Communication -- Auditory -- Visual -- Manual/Tactual 1 -- Manual/Tactual 2 -- Speaking	Math --Sets --Numbers --Measurement/time /money /linear /weight /temperature --Geometry	Daily Living --Self-care --Social-personal	Mobility and Orientation
Academic and Related Areas	Communication -- Reading Word Attack Skills Word Study Skills Study Skills Oral Reading Comprehension -- Writing Braille Print -- Spelling Language Usage	Math --Sets --Numbers and Numerals --Arithmetic Operations Addition Subtraction Multiplication Division --Measurement Linear Weight Time Liquid Money Temperature --Geometry	Daily Living --Leisure --Vocational Preparation	Physical Education

Items can be administered in two ways: informal observation and structured testing. Some items are only appropriate for structured testing, such as those requiring the use of worksheets and those requiring responses to specific questions. Others lend themselves well to casual observation during daily activities. Whenever possible, children should be assessed on items when the skills are performed spontaneously in the context of the normal environment. That is, gross motor skills are best assessed during movement activities or recess. Self-help skills should be assessed during morning dressing and meals. Reports of skill attainment from parents (or houseparents) and others in the child's environment may be accepted when the teacher has no opportunity to observe the child performing the skill. It is important to remember that skills which are performed only in the school setting reflect failure of the education program to teach the child to generalize learning to real life situations. Employing situations in the program in which the child must use skills meaningfully is the very best way to determine if competency has been achieved.

Many of the items may easily be observed or tested in group settings. Items in some of the categories demand a group setting. These are not delineated in the assessment protocol but should be easy to identify from the item formats.

Population

The population for whom the Guide is being developed is quite diverse. The foundation for the items is normal developmental and learning progressions. Modifications have been made in appropriate places, however, to gear the approach to children with low or no vision. Consequently, the Guide is functional for children at developmental levels from preschool through primary, and with visual skills from seeing to totally blind. In addition, while life in a residential program may be significantly different from that in a child's

natural home, the skills needed to function in a seeing society do not change. These are the skills that have been addressed in this Guide. The Guide may be used, therefore, in day and residential schools, and for homebound children, as well.

Testing Environment and Coaching

The purpose of the Guide is to generate an accurate profile of the child's abilities in order to better meet his or her needs. As we have indicated, the setting often has a bearing on a child's performance. For each item, the teacher must determine the most appropriate setting. Again, we want to emphasize that the logical setting is where the skill would be performed spontaneously and in context. The teacher may feel free to vary testing procedures as long as the same skill is being evaluated. Please bear in mind, however, that developmentally young children are easily distractible; that visually impaired children will respond differently under different lighting conditions, and that discomfort and stress may produce erratic and inaccurate responses.

Keeping in mind that the purpose of the Guide is to identify the highest levels at which a child can perform, the teacher may feel free to encourage the child to try during the testing. Indeed, many children will need encouragement to hold their interest to the tasks. In most cases, it is up to the teacher to decide when to halt the assessment of a specific item if the child is not attending. Assuming that most teachers can identify signs of frustration in children, guidelines for terminating each item prior to completion are not provided. Correct answers may be given to a child only when it will not affect responses to subsequent items. It is fine to make the assessment an instructional activity for the child, but it should not interfere with identification of the child's abilities.

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Length and Duration of Testing

It should never be necessary to use all parts of this Guide during an evaluation of one child. Since items are in progressive developmental order, basal and ceiling levels generally can be obtained. That is, the teacher will be able to identify an item in each area below which the child can pass all items (basal). Similarly, an item can be identified above which one child will fail all items (ceiling). These will be helpful in determining a range of the child's abilities. In some cases, there are also progressions within a single item (e.g., reading easy to more difficult phrases). In general, however, the teacher will be able to begin in one level with a child and work backward until the child accomplishes six consecutive items (basal), then work forward until the child is unable to accomplish six consecutive items (ceiling). This process can be repeated for each area. In items which have skill progressions within them, critoria for terminating testing of that item are usually given. When such is not the case, the six item basal and ceiling rule can be followed. The variety of activities allows assessment activities to take place during most of the child's day under relaxed, unpressured circumstances. Using these procedures, it is estimated that assessment of a class of ten children can be accomplished in one-and-a-half to two school weeks.

Materials

In selecting materials to be used in assessing the children, consideration was given to expense, availability, size, and visibility. All materials are found in most school programs for visually impaired children or can be purchased at little expense. Materials are also used which are easiest to see and handle. It is suggested that the teacher review all items prior to testing to become familiar with the wording and to have the materials ready.

Level: Readiness

Area: Communication

Sub-Area: Auditory

Child's Name Sarah Phillips

Item	Enter A, P, E, or No. of Correct Responses*	Date	Comments	Enter A, P, E, or No. of Correct Responses	Date
Discriminates similar sounds	8 /12	5/3	Ok on boat, bat, brown, fish, cap, dog, dance, mouth	/12	
Identifies emotions	P	5/3	happy, sad	___	
Identifies details	2 /3	5/3	at first, she was scared, someone washing	/3	
Predicts outcome	A	5/3	"I don't know."	___	

*A = Absent, P = Present, E = Emerging

Figure 2. Sample Scoring Sheet

Only print worksheets are provided with the Guide in a separate packet. The teacher is free to duplicate the print worksheets for each child and can make a master from the thermoform worksheets. Teachers may prefer to let braille students read the original, then give responses orally, when appropriate, or write or type them on a separate sheet to preserve the original. Lamination of print worksheets is also an option available to teachers to allow their re-use.

Print Versus Braille Testing

The Guide is constructed to allow it to conform to the child rather than requiring the child to conform to the structures of the Guide. Where items are identified as being for "print" or for "braille" children only, it might be appropriate for some children to be given both sets of items. One outcome of the assessment can be determination of the child's primary mode of learning (i.e., tactual vs. visual vs. auditory). Items are written so as to reduce a child's dependence on vision for understanding the test item.

Scoring

Scoring for the field test version is done on the separate score sheets (found in packet with worksheets). Appropriate sheets may be duplicated according to need. It will rarely be necessary to duplicate a complete packet for each child.

Score sheets contain space for reporting two testing sessions per item. Spaces are marked on the score sheet to guide the teacher in recording the responses. In general, the entry on the protocol sheet will be the number of correct responses per the number of possible correct responses or the entry of a "P" indicating that the skill is present, an "A" indicating that the skill is absent, or an "E" indicating that the skill is emerging. The teacher should feel free to make entries in the comment column to expand on the child's responses. (See Figure 2.)

The quantity of information that can be gained from the assessment is sizable and for many items, there is no right or wrong answer. When a specific answer is appropriate, the correct response is listed in parentheses following the description of that item.

Responses may reveal many facets about the child's learning. The score sheet is one way of reducing the volume of data, and making it manageable and meaningful to the teacher. Good programs are derived from accurate information about children's learning characteristics.

Individualized Education Plan (I.E.P.)

The progression of items in the guide provide a ready-made key to development of an I.E.P. By identifying gaps in children's development of learning skills, the next step in the learning process can be pinpointed. The group of steps, covering several areas, then becomes the child's I.E.P. objectives. Provision is made on the protocol sheet for including re-test and update information. This can then become an on-going monitoring system of the child within the education program.

Supplemental Assessment Instruments

The authors have reviewed many instruments for appropriateness, easy adaptability, and programming relevance with visually impaired young children. Few instruments met the criteria. Those such as the Boehm Test of Basic Concepts (Form A), however, may be substituted for corresponding items in the guide.

NOTE: The orientation and mobility skill module and the physical education modules are in the process of being developed. These will be made available at a later date.

Level: Pre-readiness

Area: Fine Motor

1. Removes and replaces a round form in formboard.

   Materials: three-piece formboard (circle, square, triangle).

   Place the formboard on a table in front of child. (The base of the triangle should be on the side nearest the child.) Say: I'M PUTTING THE CIRCLE IN. Place the round shape in the formboard. Say: GIVE ME THE CIRCLE. Point to it, touch it, or guide the child's hand to it if the child does not respond. When the child has presented you with the piece (put the piece in the child's hand if he/she was unable to take it out.) Say: NOW PUT IT BACK.

2. Puts in and takes out blocks from a box.

   Materials: Six 1" cubes and a box or coffee can approximately 6" across.

   Place the box in front of child with the cubes beside it. Say: I'M PUTTING THE BLOCKS IN. Put two cubes in and take them out. Say: NOW YOU DO IT. If necessary, place a cube in the child's hand and direct it to the container. Let child do several independently saying: PUT THEM IN or TAKE THEM OUT.

3. Builds tower of three 1" cubes.

   Materials: Six 1" cubes.

   Place cubes on table in front of child. Say: I'M BUILDING A TOWER. Build a tower of cubes. If necessary, guide the child's hand to feel your tower and then to his/her own cubes. Say: NOW YOU DO IT.

4. Places square shape in formboard.

   Materials: three-piece formboard (circle, square, triangle).

   Place the formboard on the table in front of child. (The base of the triangle should be on the side nearest the child.) Place the square form in the child's hand. If necessary, guide the child's other hand to the edge of the formboard. Say: PUT IT IN.

5. Places knobbed round pegs in holes.

Materials: seven large knobbed pegs and pegboard.

Place pegboard on table in front of child. Say: I'M PUTTING THE PEG IN. Put one peg in place. If necessary, guide the child's hand to peg in pegboard. Place a peg in the child's hand. If necessary, guide child's other hand to pegboard hole and say: NOW YOU PUT IT IN.

6. Places three shapes in formboard.

Materials: three-piece formboard (circle, square, triangle)

Place the formboard on a table in front of child. (The base of the triangle should be on the side nearest the child.). Place the forms beside the formboard. Say: PUT THEM IN. If necessary, guide one of the child's hands to the forms and one to the edge of the formboard.

7. Turns pages of a book singly.

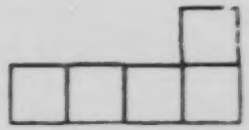
Materials: Book (minimum size 9½" x 6") with standard stock pages and bright pictures

Place book on table in front of child. Open it and close it several times. If necessary, guide child's hands to book. Say: SHOW ME HOW YOU TURN THE PAGES.

8. Makes train of cubes after demonstration.

Materials: 10 1"cubes.

Place cubes on table in front of child. Say: I'M MAKING A TRAIN. Make a train as in diagram. Say: MAKE A TRAIN LIKE MINE. If necessary, guide child's hand to his/her blocks and to your model.



diagram

9. Strings large beads.

   Materials: Two stiff shoelaces or strings and six identical large beads.

   Place beads and a string on table in front of child. Say: I'M PUTTING THE BEADS ON THE STRING. Lace two beads. If necessary, let child manipulate strung beads, then guide his/her hands to the other beads and lace. Say: NOW YOU DO IT.

10. Puts together three-piece puzzles.

    Materials: three-piece puzzle with separated pieces.

    Place the puzzle on a table in front of child. Remove the pieces. Say: NOW YOU DO THE PUZZLE. If necessary, guide one hand to the pieces and one to the edge of the puzzle.

11. Copies lines on unlined paper. (print and low vision only)

    Materials: paper, pencils.

    Give child paper and pencil. Say: WATCH ME DRAW A LINE. Draw a horizontal line approximately 3" long. Say: NOW YOU DRAW ONE JUST LIKE THIS.

    Say: NOW I'M GOING TO DRAW ANOTHER KIND OF LINE. WATCH ME. Draw a 3" vertical line. Say: NOW YOU DRAW ONE JUST LIKE THIS.

    Say: NOW I'M GOING TO DRAW ANOTHER KIND OF LINE. WATCH ME. Draw a 3" diagonal line from top right to bottom left. Say: NOW YOU DRAW ONE JUST LIKE THIS.

12. Cuts paper with scissors.

    Materials: blunt-edged scissors and 8½ x 11" notebook paper.

    Say: I'M CUTTING THE PAPER. Demonstrate how to snip the paper with the scissors. Place the scissors and paper on the table in front of the child. Say: NOW YOU DO IT. If necessary, guide child's hand to paper and scissors.

13. Connects dots to make horizontal, vertical, and diagonal lines (print and low vision)

Materials: pencil, unlined paper with dots positioned as shown in diagram

Give child paper with dots and Say: CONNECT THE FIRST 2 DOTS (print and vision) TO MAKE A HORIZONTAL LINE - A LINE THAT GOES ACROSS. CONNECT THE NEXT 2 DOTS (point to them) TO MAKE A VERTICAL LINE - A LINE THAT GOES UP AND DOWN THE PAGE. CONNECT THE LAST 2 DOTS (point to them) TO MAKE A DIAGONAL LINE - A LINE THAT SLANTS DOWN.

14. String small beads.

Materials: two stiff shoelaces or strings and six small identical beads.

Place beads and string on table in front of child. Say: I'M PUTTING THE BEADS ON THE STRING. Lace two beads. If necessary, let child manipulate strung beads, then guide his/her hands to the other beads. Say: NOW YOU DO IT.

15. Draws horizontal, vertical, and diagonal lines without assistance.

Materials: unlined paper, pencil

Give child paper and pencil and say: MAKE A HORIZONTAL LINE - A LINE THAT GOES ACROSS THE PAGE. Then say: MAKE A VERTICAL LINE - A LINE THAT GOES UP AND DOWN FROM BOTTOM TO TOP OR FROM TOP TO BOTTOM. Then say: MAKE A DIAGONAL LINE - A LINE THAT SLANTS DOWN. (Lines should be continuous for at least 2 inches in the appropriate direction without deviating by more than 30 degrees.)

16. Places small pegs in pegboard.

Materials: eight small plastic pegs and pegboard.

Place pegboard on table in front of child. Say: I'M PUTTING THE PEG IN. Put one peg in place. If necessary, guide child's hand to peg in pegboard. Place a peg in the child's hand. Say: NOW YOU DO IT.

17. Copies a circle (print and low vision)

Materials: pencil and unlined paper

Give child paper and pencil. Teacher also has paper and pencil. Say: I AM GOING TO DRAW A CIRCLE. WATCH ME. Draw a circle that is approximately 3" in diameter. Say: NOW YOU DRAW ONE ON YOUR PAPER THAT'S JUST LIKE THIS ONE. Then Say: NOW I'M GOING TO MAKE ANOTHER CIRCLE. WATCH ME. Draw a circle that is approximately 1" in diameter. Say: NOW YOU MAKE ONE THIS SIZE.

(Circle should be continuous and closed within ½ inch of the starting point.)

18. Reproduces number and direction of pegboard design.

Materials: Ten large knobbed pegs and pegboard.

Put pegboard on table in front of child. Say: I'M PUTTING THE PEGS IN A SPECIAL WAY. Place pegs in board as in diagram A. Say: DO WHAT I DID. If necessary, guide one of the child's hands to the model and the other hand to the pegs on the table. When child has stopped working on task, go on to part B.

Rearrange pegs as in Diagram B. Repeat the procedure as above.

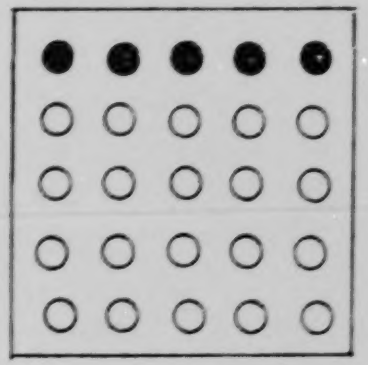


Diagram A

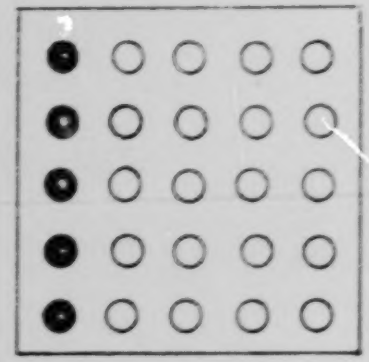


Diagram B

19. **Draws large and small circles without assistance (print and low vision).**

Materials: unlined paper, pencil

Give child paper and pencil and say: I WANT YOU TO DRAW A LARGE CIRCLE AND A SMALL CIRCLE.
(Circles should be continuous and closed within ½ inch of the starting point.)

Level: Pre-readiness

Area: Communication

1. **Follows simple directions**

   Materials: chair and table

   Place the chair several feet from the table. If necessary, orient the child to the table and chair in room. Say: _____, COME HERE.
   SIT DOWN IN THE CHAIR.
   NOW, STAND UP.
   CAN YOU SHOW ME THE TABLE?
   TAKE THE CHAIR TO THE TABLE.

2. **Points to eyes or mouth on request.**

   Say: SHOW ME YOUR EYES.
   SHOW ME YOUR MOUTH.

3. **Shows or gives "another" on request.**

   Materials: Two 1" cubes.

   Place blocks on table in front of child. Say: I PUT SOME BLOCKS ON THE TABLE. **Without extending your hand to the child say:** "GIVE ME A BLOCK." **If necessary, repeat once. If child doesn't respond, guide child's hand to pick up and give you a cube. Say:** GIVE ME ANOTHER.

4. **Combines jargon and words in conversation.**

   Observe child during free-play for language patterns which have intonations of spoken English com**bined with simple words.**

5. Names familiar objects.

   Materials: ball, toy car, pencil, shoe, cup, toy dog, brush, cookie, chair, comb, clock, telephone, spoon, book, doll.

   Give each object to the child. Ask: WHAT IS THIS?

6. Refers to self by name.

   Ask: WHO ARE YOU? Prompt, if necessary, by asking: WHAT'S YOUR NAME?

7. Names familiar pictures. (For print and low vision)

   Materials: bright, simple pictures of a horse, car, telephone, cup, clock, ball, comb, dog, baby, shoe. (Pictures from the Peabody Early Experiences Kit (PEEK) or Peabody Language Development Kits may be used.) Present pictures to child, one at a time. For each say: LOOK AT THIS PICTURE. WHAT IS IT?

8. Speaks in two-word phrases.

   Observe language use during various situations.

9. Asks for food when hungry.

   Observe child in classroom for use of food words in appropriate context, or report from parent or house-parent.

10. Asks questions beginning with "what," "where."

    Materials: ball, car, doll.

    Observe language use during various situations or show the child the ball, then hide it. Say: DO YOU WANT TO KNOW WHERE THE BALL IS? ASK ME. If child does not respond, say: ASK ME: WHERE IS THE BALL? Repeat with the doll. Hide the small car in your hand. Say: DO YOU WANT TO KNOW WHAT'S IN MY HAND? ASK ME. If child does not respond, say: ASK ME WHAT'S IN MY HAND?

Level: Pre-Readiness

Area: Social-Emotional*

1. Plays alone near adults.

   Child engages in solitary play while adults are in conversation or busy with another activity.

2. Plays near other children.

   Child engages in solitary play near other children.

3. Defends ownership of certain articles.

   At conclusion of play time or at any other time, child requests personal toys from other group members.

4. Sits quietly and listens to adult reading story book.

   During story time, child remains with group or in chair until completion of story.

5. Shows appropriate emotional behavior.

   Use one or more available checklists to assess child's level of emotional development.

*The following tests and scales may be used to assess this area:

Socialization subscale of Vineland Social Maturity Scale; Rapport Subscale of Preschool Attainment Record; Learning Accomplishment Profile; Portage Checklist; Brigance Inventory of Early Development.

Level: Pre-readiness

Area: Gross Motor

1. Stands independently.

   Help child attain a standing position. Time the length of unsupported standing up to 2 minutes.

2. Moves smoothly from standing to sitting on floor.

   Materials: musical toy or wind-up toy.

   Place toy on the floor. Say: COME SIT DOWN AND PLAY WITH THE TOY.

3. Seats self in small chair.

   Materials: child-size chair, table, and toy.

   Place toy on table. Say: COME SIT DOWN AND WE'LL PLAY WITH THE TOY.

4. Stands on one foot, holding on.

   Hold child's hand. Say: CAN YOU STAND ON ONE FOOT? Allow time for child to respond, then demonstrate. Say: I AM STANDING ON ONE FOOT. YOU DO IT. If necessary, lift one of child's feet off floor.

5. Walks up stairs with one hand held.

   Materials: stairs.

   Take child's hand. Say: LET'S WALK UP THE STAIRS.

6. Pulls wheel toy on string.

Materials: wheel toy (preferably with auditory stimulus) with string attached.

Place toy on floor beside child and place the string in child's hand. Walk to the opposite side of the room. Say: PULL THE TOY TO ME. If child does not respond, walk to the toy and help pull it along. Then move back across room. Say: PULL IT TO ME.

7. Throws ball overhead.

Materials: 12" ball

Place ball in child's hand. Move six feet away. Say: THROW THE BALL TO ME. If child doesn't respond, take ball from child and throw it. If necessary, help child throw ball. Say: I'M THROWING THE BALL TO _____. (Place ball in child's hand.) YOU THROW IT TO ME NOW.

8. Climbs into adult chair.

Materials: adult-size chair.

Say: SIT DOWN IN THIS BIG CHAIR.

9. Jumps in place.

Say: WATCH ME JUMP. SHOW ME HOW YOU CAN JUMP. I WANT YOU TO JUMP RIGHT WHERE YOU ARE STANDING. If necessary, hold child's hands and physically guide child through jump.

10. Walks on tip toes.

Say: WATCH ME WALK ON MY TIP TOES. (Demonstrate). NOW SHOW ME HOW YOU WALK ON YOUR TIPTOES. If necessary, support child by holding one hand.

11. Walks on a line for six feet.

Materials: line at least 6 feet long. (For braille students, substitute carpet strip, curb, board, etc.)

Demonstrate walking on line for 6 feet. Say: NOW YOU DO IT.
START HERE AND GO ALL THE WAY DOWN TO THE END.

12. Runs.

Observe child during outdoor play for ability to run at least 10 feet without falling.

13. Walk up stairs alternating feet.

Materials: stairs.

Say: LET'S WALK UP THE STAIRS. If necessary, hold child's hand.

14. Walks backwards.

Demonstrate walking backward. Say: I'M WALKING BACKWARD. Hold child's hand and ask him to walk with you. Then let go of his hand. Walk behind child. Say: WALK BACKWARD TO ME.

15. Jumps forward on both feet for three jumps.

Demonstrate jumping forward on both feet for three jumps. Say: I AM JUMPING. NOW YOU DO IT. If necessary, help child by holding one or both hands.

16. Jumps backward on both feet for three jumps.

Demonstrate jumping on both feet backward for three jumps. Say: I AM JUMPING BACKWARD. NOW YOU DO IT. If necessary, help child by holding one or both hands.

17. **Stands on right foot without support.**
Materials: Watch with second hand.
Standing opposite the child, demonstrate standing on one foot. Say: I AM STANDING ON ONE FOOT. NOW YOU DO IT. Do not provide support.

Level: Readiness

Area: Communication

Sub-area: Auditory

1. Comprehends simple questions.

   Ask: WHERE IS THE DOOR?
   ARE YOU HUNGRY?
   DO YOU WANT TO USE THE BATHROOM?

   Child may respond with a gesture.

2. Obeys command using prepositions

   Materials: coffee cup, 1" cube

   Say: I'M PUTTING A CUP ON THE TABLE. Place the cup on the table face up. Give child the block. Say: PUT THE BLOCK IN THE CUP. Take block out and turn cup over. Say: PUT IT UNDER THE CUP. Then: HOLD IT OVER THE CUP. Then: PUT IT BESIDE THE CUP. Then place another cup on the table. Say: I PUT ANOTHER CUP ON THE TABLE. PUT THE BLOCK BETWEEN THE CUPS.

3. Follows two-part direction.

   Materials: standard sized book, 1" cube.

   Put the book and block on a table in front of child. Say: I PUT A BOOK AND BLOCK ON THE TABLE. PICK UP THE BOOK AND OPEN IT. Then say: PUT DOWN THE BOOK AND STAND UP. Then say: PICK UP THE BLOCK AND GIVE ME THE BOOK.

4. Repeats four digits.

   Say: I'M GOING TO SAY SOME NUMBERS. WHEN I'M FINISHED, I WANT YOU TO REPEAT THE NUMBERS. FOR EXAMPLE, IF I SAY " 2-7." WHAT WOULD YOU SAY? Say: GOOD! or YOU WOULD SAY "2-7." NOW SAY 6-1-7-9.
   5-3-8-2
   8-2-6-3
   2-7-5-1

5. Discriminates between different words which sound similar.

Say: I'M GOING TO SAY SOME WORDS. TELL ME IF THEY'RE THE SAME OR DIFFERENT. FOR EXAMPLE, I SAY CAKE - CAKE. ARE THEY THE SAME OR DIFFERENT? Say: GOOD! or NO, THEY ARE THE SAME. NOW TRY THESE:

BOWL - BOIL	DAWN - DOWN	BROWN - BROWN
STOCK - STUCK	SHOP - CHOP	DUG - JUG
BOOT - BOAT	FISH - FISH	THINK - THICK
BIG - DIG	CAP - CUP	MOUSE - MOUTH

6. Identifies emotions in a story.

Read the following story to child:

MARK AND CINDY WENT ON A PICNIC. THEY SMILED AND LAUGHED AS THEY SWAM IN A LAKE. AFTER THAT, THEY PUT THEIR BLANKET ON THE GROUND AND SAT DOWN TO EAT. JUST THEN, IT STARTED RAINING AND RUINED THEIR SANDWICHES. CINDY BEGAN TO CRY.

Ask: HOW DID MARK AND CINDY FEEL WHEN THEY WERE SWIMMING? (Accept responses related to being happy.)
HOW DID CINDY FEEL WHEN IT BEGAN TO RAIN? (Accept responses related to feeling sad.)

7-8. Read the following story to the child two times:

SUE WAS AT HOME ALONE AND IT BEGAN TO GET DARK. SUDDENLY, A CREAKING NOISE MADE SUE JUMP. THEN SHE COULD NOT MOVE AT ALL AS THE DOOR OPENED SLOWLY. SHE BECAME SCARED WHEN SHE HEARD FOOTSTEPS COMING TOWARD HER.

7. Identifies details of a simple story.

Ask: WHERE WAS SUE? (Sue was at home.)
WHAT MADE SUE JUMP? (A noise; a creaking noise; etc.)
WHAT NOISES DID SHE HEAR? (She heard footsteps; somebody walking; etc.)

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8. **Predicts outcome of a simple story.**

Ask: HOW DO YOU THINK THIS STORY ENDED? If child does not respond, prompt with WHO DO YOU THINK IT COULD HAVE BEEN? (Accept any logical outcome.)

9. **Follows simple three-part command.**

Materials: bell, standard sized book, cup.

Say: I'M PUTTING A BELL, A BOOK, AND A CUP ON THE TABLE. Place the materials on the table in front of the child. Say: LISTEN, I WANT YOU TO RING THE BELL, OPEN THE BOOK, AND PICK UP THE CUP. Then say: I WANT YOU TO PUT DOWN THE CUP, RING THE BELL, AND CLOSE THE BOOK.

10. **Comprehends sequence of events in an oral story.**

Say: I'M GOING TO TELL YOU A STORY. WHEN I FINISH, I WANT YOU TO TELL THE STORY BACK TO ME. YOU DON'T HAVE TO REMEMBER EVERY WORD, JUST TELL THE STORY BACK TO ME. Read the following story to the child:

KIM WAS JUMPING ROPE. SUDDENLY SHE HEARD CHILDREN YELLING NEARBY. SHE SAW TWO CHILDREN WHOSE KITTEN WAS CAUGHT IN A TREE. "I WILL HELP YOU GET IT," SHE SAID. SHE RAN HOME, GOT A LADDER, AND BROUGHT IT BACK. THEN KIM CLIMBED UP AND GOT THE KITTEN FROM THE TREE. THE CHILDREN WERE HAPPY AGAIN.

Say: NOW TELL ME ABOUT THE STORY. (Response should include the following characteristics: term for Kim, jumping rope, Kim heard children yelling, a kitten was in the tree, Kim offered help, she got a ladder, she got kitten from tree, the children were happy. 5 of 8 needed to pass.)

11. **Associates letter names with letter.**

Materials: Cards with upper case alphabet letters (A, B, E, L, M, Q, R, S, T, U, V)

Say: I WANT YOU TO FIND THE LETTER I SAY. Place a card with a large block upper case or braille "B" and "R" on the table in front of child. Say: SHOW ME THE "B". Repeat with cards for:
"T" and "M". Say: SHOW ME THE "M".
"S" and "A". Say: SHOW ME THE "A".
"R" and "L". Say: SHOW ME THE "R".
"E" and "U". Say: SHOW ME THE "U".
"V" and "Q". Say: SHOW ME THE "Q".

12. Comprehends the meaning of plural.

Say: LISTEN. IS THERE ONE CHILD IN THE ROOM OR ARE THERE CHILDREN IN THE ROOM?
DO YOU HAVE NOSES OR DO YOU HAVE A NOSE? (nose)
ARE YOU WEARING A SHOE OR DO YOU WEAR SHOES? (shoes)

13. Provides opposite analogies.

Say: FIRE IS HOT, ICE IS _____. (cold)
A MAN IS BIG, A BABY IS _____. (little, small, tiny)
A ROCK IS HARD, A PILLOW IS _____. (soft)
A TURTLE IS SLOW, A RABBIT IS _____. (fast, quick, speedy)
LAUGHING IS HAPPY, CRYING IS _____. (sad)

Level: Readiness

Area: Communication

Sub-area: Visual (For print and low vision children)

1. Interested in looking at pictures and books.

   Materials: assortment of children's books with large colorful pictures; table, chair.

   Place three picture books on table in front of child. Observe child's interest in the books. (Child should look at or attempt to look at one or more books.)

2. Matches eight colors.

   Materials: two sets of eight different colored blocks or crayons.

   Place one set of colored blocks on the table in front of the child. Give the child one block from the second set. Point to the set on the table and say: FIND A BLOCK ON THE TABLE THAT LOOKS JUST LIKE YOURS. Then give child the other seven blocks and say: MATCH THE REST OF YOUR BLOCKS WITH THE BLOCKS ON THE TABLE.

3. Matches four shapes.

   Materials: two sets of formboard shapes.

   Place one set of shapes on table in front of the child. Give the second set of shapes to the child. Say: MATCH YOUR SHAPES TO THE SHAPES ON THE TABLE.

4. Classifies common objects into groups.

Materials: four different kinds of dishes (e.g., plate, saucer, cup, bowl); four kinds of writing implements (e.g., pen, pencil, crayon, chalk); and four toy vehicles.

Place the objects on the table one at a time allowing the child to explore each one and label it for you. If he does not know the name, supply it for him. Say: MAKE THREE PILES WITH THESE OBJECTS. If child begins task, give no further directions until completed. When child is finished, ask: WHY DID YOU MAKE THE PILES LIKE THIS? If child needs further directions, place objects together in three piles arbitrarily. Say: I MADE THREE PILES LIKE THIS. NOW YOU MAKE THREE PILES THE WAY YOU WANT. When child is finished, ask: WHY DID YOU MAKE THE PILES LIKE THIS?

5. Recognizes details of a distinct picture.

Materials: brightly colored city scene and farm scene (minimum 8½" x 11").

Place the pictures, one at a time, at eye level of child. Say: TELL ME WHAT YOU SEE IN THE PICTURE. (Child must identify at least five characteristics of each picture.)

6. Identifies five colors.

Materials: 8 color cards (red, blue, green, yellow, purple, orange, black, white, brown), approximate size - 8½" x 11".

Place all the cards on the table in front of the child in the order presented above. Say: SHOW ME THE BLUE CARD. Repeat procedure for other colors in the following order: white, yellow, brown, red, purple, orange, black, green.

7. Identifies three shapes.

Materials: 5 shapes cut from construction paper (circle, square, triangle, diamond, rectangle).

Place all 5 shapes on table in front of child. Say: SHOW ME THE CIRCLE. Repeat with other shapes in the order of rectangle, triangle, square, diamond.

8. Identifies missing part of a picture.

Materials: stimulus picture of a house with no door, and one of a child with one ear missing. (S.P.* 1 and 2.)

Place the picture of the house on table in front of child. Say: TELL ME WHAT IS MISSING FROM THE HOUSE. Use same procedure for the picture of the child. (door; ear)

9. Matches sizes.

Materials: stimulus pictures of three different sized apples, of three different sized houses, and of three different sized trees. (S.P. 3,4, & 5); felt pieces of apples, trees, and houses that match the cards.

Place the picture of the apples on the table in front of child. Give child the felt pieces that match the pictures. Point to the first picture on the card and say: FIND YOUR APPLE THAT IS THE SAME SIZE AS MINE. PUT YOURS ON TOP OF MINE. Then say: DO THE SAME WITH THE REST OF YOUR APPLES. When completed give child the picture with the houses. Say: MATCH YOUR HOUSES TO MINE. Repeat the same procedure for the trees.

10. Recognizes the sequence in a pattern.

Materials: ten 1" cubes, 2 of each color (red, yellow, green, blue, orange)

Form a sequenced pattern of cubes on the table: red, blue, yellow, red, blue, yellow. Ask: WHAT COLOR SHOULD COME NEXT? If necessary, provide answer. Then set up another sequence: green, green, orange, orange, blue. Ask: WHAT COLOR SHOULD COME NEXT?

11. Knows characteristics of picture recently removed.

Materials: brightly colored circus scene and playground scene (minimum 8½" x 11")

Say: I'M GOING TO SHOW YOU A PICTURE FOR A FEW SECONDS AND THEN TAKE IT AWAY. I WANT YOU TO TELL ME SOME OF THE THINGS YOU SAW IN THE PICTURE. READY? HERE IT IS. Place one picture at a time on table in front of child. Give 15 seconds to look at picture. Remove picture and say: NOW, TELL ME SOME THINGS YOU SAW IN THE PICTURE. Urge child to continue to try to name as many objects as possible. Repeat procedure for the second picture. (Child must name at least four objects from the picture.)

*S.P.=Stimulus picture (included in worksheet packet).

12. Identifies emotions in pictures

Materials: stimulus picture showing a happy face, surprised face, sad face, and angry face (S.P. 6)

Place pictures on the table in front of child. Say: SHOW ME THE PICTURE OF SOMEBODY FEELING HAPPY.
SHOW ME THE PICTURE OF SOMEBODY FEELING SAD.
" " " " " " " SURPRISED
" " " " " " " ANGRY
(happy-lower right; sad-upper right; surprised-upper left; angry-lower left.)

13. Matches letters.

Materials: two sets of upper case alphabet letters (O, B, M, S, E, D, L, V) on 5" x 7" index cards.

Place eight of the letter cards on the table in front of the child. Hold up the "O" and say: FIND YOUR LETTER THAT"S THE SAME AS MINE. Repeat with B, M, S, E, D, L, and V.

14. Shows left to right and top to bottom progression.

Materials: worksheet 1.

Place worksheet on table in front of child. Say: WE ARE GOING TO READ A STORY WITH PICTURES. LET'S START AT THE TOP AND NAME ALL THE PICTURES ON THE PAGE BEGINNING WITH THIS ONE. Point to the dog. Then say: NOW DO ALL OF THEM BY YOURSELF.

15. Identifies name.

Materials: 5 5x8 cards with first names printed on them. Do not use two names that begin with the same letter. One card should have child's name printed on it.

Place the cards on the table in front of the child. Say: FIND THE CARD WITH YOUR NAME ON IT.

16. Identifies top, middle, and bottom of page.

Materials: blank piece of paper 8½" x 11".

Place paper on table in front of child. Say: POINT TO THE TOP OF THE PAPER. POINT TO THE BOTTOM OF THE PAPER. POINT TO THE MIDDLE OF THE PAPER.

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17. Identifies upper case letters.

Materials: 1 set of upper case letters on cards.

In random order, one at a time, present all letters of the alphabet. Say: TELL ME WHAT LETTER I AM HOLDING.

18. Identifies lower case letters.

Materials: 1 set of lower case letters on cards.

In random order, one at a time, present all letters of the alphabet. Say: TELL ME WHAT LETTER I AM HOLDING.

19. Identifies pictures which begin with initial consonant sound of key picture.

Materials: Worksheets 2a and 2b, pencil.

Point to first picture on left (ball). Say: FIND ANOTHER PICTURE ON THIS LINE THAT STARTS WITH THE SAME SOUND AS BALL. CIRCLE THE PICTURE YOU CHOOSE. Say: GOOD or NO, BOWL STARTS WITH THE SAME SOUND AS BALL. TRY ALL THE OTHERS NOW BY YOURSELF.
(bowl; flower; door; cup; leaf; pencil)

20. Identifies four color names.

Materials: cards with color words printed on them in lower case, one color word per card (yellow, blue, red, orange, green).

Say: I HAVE CARDS THAT HAVE COLOR NAMES ON THEM. Hold up "RED" Ask: WHAT COLOR NAME IS THIS? Order is red, blue, orange, green, yellow. If the child does not respond correctly, place three cards on the table and say: GIVE ME THE CARD THAT SAYS _____. Repeat procedure until child identifies at least four colors. Provide 15 seconds for a response before providing answer.

21. Recognizes common words in lower case print.

Materials: Word Cards (boy, girl, stop, go, cat, dog, ball, tree, up, down, little, baby, run, book).

Say: READ THESE WORDS FOR ME. Hand one word card to the child at a time. If child does not know a word, hand another one and say: TRY THIS ONE.

Level: Readiness

Area: Communication

Sub-area: Manual-Tactual (For braille students only)

1. Groups objects by texture.

   Materials: 8 textured squares (4 sets of 2 textures each).

   Place the squares on the table. Give one textured square to child. Say: LOOK ON THE TABLE AND FIND ANOTHER ONE THAT FEELS LIKE THE ONE YOU ARE HOLDING. Assist child if necessary by moving his/her hand in a searching way. Then say: FIND THE SQUARES THAT FEEL THE SAME AND PUT THEM TOGETHER.

2. Holds pencil/crayon adaptively.

   Materials: pencil/crayon, paper.

   Place pencil/crayon and paper on table in front of child. Say: MAKE A PICTURE FOR ME.

3. Positions book correctly for reading.

   Materials: Braille Book

   Place book on table in front of child and say: SHOW ME HOW YOU READ THIS BOOK.

4. Matches four shapes.

   Materials: 2 sets of formboard shapes

   Place one set of shapes on table in front of child. Give child the second set of shapes. Say: MATCH YOUR SHAPES TO THE ONES ON THE TABLE.

5. Classifies common objects into groups.

Materials: four different kinds of dishes (e.g., plate, saucer, cup, bowl); four kinds of writing implements (e.g., pen, pencil, crayon, chalk); and four toy vehicles.

Place the objects on the table one at a time allowing the child to explore each one and label it for you. If he does not know the name, supply it for him. Say: MAKE THREE PILES WITH THESE OBJECTS. If child begins task, give no further directions until completed. When child is finished, ask: WHY DID YOU MAKE THE PILES LIKE THIS? If child needs further directions, place objects together in three piles arbitrarily. Say: I MADE THREE PILES LIKE THIS. NOW YOU MAKE THREE PILES THE WAY YOU WANT. When child is finished, ask: WHY DID YOU MAKE THE PILES LIKE THIS?

6. Identifies shapes.

Materials: circle, square, triangle, diamond, rectangle cut-outs.

Give child the circle and ask: WHAT SHAPE IS THIS? Continue in the following order: square, triangle, rectangle, diamond.

7. Matches sizes.

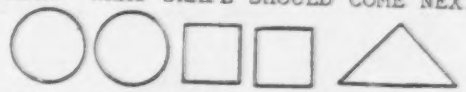
Material: 2 sets of 5 circles of different sizes cut from cardboard.

Place one set of circles on the table. Give child one circle from the second set. Say: FIND A CIRCLE ON THE TABLE THAT'S JUST THE SAME SIZE AS THIS ONE. If necessary, demonstrate the first time and guide child's hands. Repeat for other four circles.

8. Recognizes the sequence in a pattern.

Materials: Formboard pieces (3 circles, 3 squares, 3 triangles).

Make a pattern on the table.
Let child examine pattern. Ask: WHAT SHAPE SHOULD COME NEXT? If necessary provide answer.

Then make another pattern 
Let child examine pattern. Ask: WHAT SHAPE SHOULD COME NEXT?

9. Knows characteristics of object recently removed.

Materials: toy drum, a cup, stuffed toy animal.

Place one object on table. Say: I PUT SOMETHING ON THE TABLE. I'LL LET YOU FEEL IT, THEN I'LL TAKE IT AWAY. Let child examine object. Then remove it. Say: NOW TELL ME ABOUT THE OBJECT THAT WAS ON THE TABLE. Repeat with other object. Then remove it. Say: NOW TELL ME ABOUT THE OBJECT THAT WAS ON THE TABLE. Repeat with other object.

10. Matches letters.

Materials: 2 sets of lower case braille alphabet letters on cards (b, d, e, l, m, o, s, v).

Place one set of letter cards on the table in front of child. At random, show the child an alphabet card from the other set. Say: LOOK AT THE LETTER ON THIS CARD.

11. Shows left to right and top to bottom progression.

Materials: Touch and Tell book progression or Section 1 of tactual discrimination worksheet (American Printing House) - (Select page with various shapes in at least three rows.) Give worksheet to child. Say: NAME ALL THE SHAPES ON THE PAGE.

12. Identifies name.

Materials: three 5 x 8 cards with names brailled on them. (Do not use names that begin with the same letter. One card should have child's name brailled on it.)

Place the cards on the table in front of the child and, say: I PUT CARDS WITH NAMES ON THE TABLE. FIND THE CARD WITH YOUR NAME ON IT.

13. Identifies top, middle, and bottom of page.

Material: Blank piece of paper, 8½ x 11.

Place paper on table in front of child. Say: POINT TO THE TOP OF THE PAPER. Then: POINT TO THE BOTTOM OF THE PAPER. Then: POINT TO THE MIDDLE OF THE PAPER.

14. Identifies lower case braille alphabet.

Materials: 1 set of lower case braille alphabet cards.

Randomly, one at a time, give a card to the child and ask: WHAT LETTER IS THIS?

15. Identifies upper case letters.

Materials: 1 set of upper case braille letter cards.

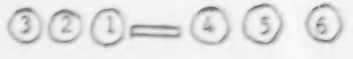
Randomly, one at a time, give the child a card and ask: WHAT LETTER IS THIS?

16. Knows the numbering system of fingers for braille writing.

Say: WHEN WE WRITE BRAILLE, EACH FINGER WE USE HAS A NUMBER.
1. Touch child's right index finger and ask: WHAT IS THE NUMBER OF THIS FINGER? (4)
2. Touch child's right third (ring) finger and ask: WHAT IS THE NUMBER OF THIS FINGER? (6)
3. Touch child's left index finger and ask: WHAT IS THE NUMBER OF THIS FINGER? (1)
4. Touch child's right middle finger and ask: WHAT IS THE NUMBER OF THIS FINGER? (5)
5. Touch child's left third (ring) finger and ask: WHAT IS THE NUMBER OF THIS FINGER? (3)
6. Touch child's left middle finger and ask: WHAT IS THE NUMBER OF THIS FINGER? (2)

17. Knows numbering system of braille writer keys.

Materials: braille writer



Say: WHEN WE WRITE BRAILLE, EACH KEY HAS A NUMBER.
Place child's right ring finger on key 6. Ask: WHAT IS THE NUMBER OF THIS KEY? (6)
Put child's left ring finger on key 3 and ask: WHAT IS THE NUMBER OF THIS KEY? (3)
Put child's right index finger on key 4 and ask: WHAT IS THE NUMBER OF THIS KEY? (4)
Put child's left index finger on key 1 and ask: WHAT IS THE NUMBER OF THIS KEY? (1)
Put child's left middle finger on key 2 and ask: WHAT IS THE NUMBER OF THIS KEY? (2)
Put child'd right middle finger on key 5 and ask: WHAT IS THE NUMBER OF THIS KEY? (5)

18. Identifies objects which begin with the same initial consonant sound as key object (/b/, /f/, /k/, /p/, /d/, /s/)

Materials: Tactual aids for reading or common objects.

Place objects in sets of threes on table in front of child (reserve a matching object away from ones on table). Give child an object that begins with the same sound as one of the three. Ask: WHAT IS THIS? If necessary, provide answer. Then say: FIND THE OBJECT ON THE TABLE THAT BEGINS WITH THE SAME SOUND AS THE OBJECT YOU ARE HOLDING. Repeat with five more sets of objects. If necessary, provide the correct answer each time.

19. Knows the location and function of the space bar, paper release knob, back-space key and line spacer key.

Materials: braille writer

Place child's finger on the space bar and ask: WHAT IS THIS? WHAT IS IT USED FOR?
Put child's finger on the paper release knob and ask: WHAT IS THIS? WHAT IS IT USED FOR?
Put child's finger on the back-space key and ask: WHAT IS THIS? WHAT IS IT USED FOR?
Put child's finger on the line spacer key and ask: WHAT IS THIS? WHAT IS IT USED FOR?
Say: SHOW ME THE BACK-SPACE KEY.
Then say: NOW SHOW ME THE SPACE BAR.
Then say: NOW SHOW ME THE PAPER RELEASE KNOB.
Then say: NOW SHOW ME THE LINE SPACER KEY.

20. Identifies four color names.

Materials: lower case brailled cards with color words (yellow, blue, red, orange, green).

Place the cards on the table in front of the child. Say: GIVE ME THE CARD THAT SAYS RED. Repeat with blue, green, yellow, orange. Allow child 15 seconds to provide a response before providing answer and going on.

21. Puts braille paper into braille writer without assistance.

Materials: braille writer and braille paper

Say: SHOW ME HOW TO PUT THE BRAILLE PAPER INTO THE BRAILLE WRITER.

22. Uses correct finger for each key.

Materials: braille writer (with or without paper)

Say: I'M GOING TO CALL OUT A KEY NUMBER AND I WANT YOU TO SHOW ME HOW YOU WRITE IT. 5; 1; 3; 4; 6; 2. Observe use of proper finger on each key.

23. Recognizes common words in braille.

Materials: lower case braille word cards (boy, girl, stop, go, cat, dog, ball, tree, up, down, little, baby, run, book). Say: READ THIS WORD TO ME. Continue with each card without providin feedback. Allow child 15 seconds to provide a response before going on to the next word.

24. Writes the braille alphabet, upper and lower case, using proper spacing between each letter.

Materials: braille writer, braille paper.

Say: WRITE THE UPPER CASE LETTERS OF THE ALPHABET. When child has finished, say: NOW WRITE THE ALPHABET WITHOUT THE CAPITAL SIGN.

Level: Readiness

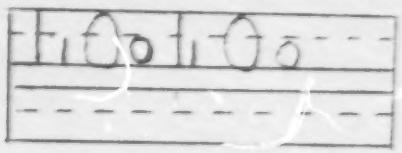
Area: Communication

Sub-area: Manual-Tactual (For print and low vision students)

1. Copies lines and circles on primary lined paper.

   Materials: primary lined paper (from American Printing House) and pencil

   Give child a paper like the one shown:



   Say: LOOK AT THE TALL LINE AND THE SHORT LINE, THE LARGE CIRCLE AND THE SMALL CIRCLE (pointing to each). I WANT YOU TO START HERE (pointing) ON THE SECOND LINE AND COPY THE LINES AND CIRCLES SO THAT THE SECOND LINE WILL LOOK JUST LIKE THE FIRST LINE.

2. Traces over name.

   Materials: primary, lined paper with child's name written in dots, pencil. Example:

   Ask: DO YOU KNOW WHAT THIS WORD IS? Say: YES, or NO, THIS IS YOUR NAME. TRACE OVER THE DOTS. WRITE YOUR NAME.

3. Writes name, using beginning upper case letter and lower case letters without assistance.

   Materials: primary lined paper, pencil

   Give child paper and pencil and say: WRITE YOUR NAME.

4. Copies letters of the alphabet.

Materials: pencil and worksheet (prepare one as shown with each letter, leaving space for child to copy.)

Say: LOOK AT THE LETTERS OF THE ALPHABET. I WANT YOU TO COPY THE UPPER CASE AND THE LOWER CASE LETTER (pointing) IN THE SPACE HERE BESIDE EACH LETTER (indicate space).

5. Writes upper and lower case letters of the alphabet, using proper spacing, without assistance.

Materials: paper and pencil

Say: WRITE ALL THE LETTERS OF THE ALPHABET.

Level: Readiness

Area: Communication

Sub-area: Speaking

1. Names objects related to self and environment.

   Materials: 8 objects which are familiar to child or child's environment: door, toy, clothing, crayons, book, furniture, keys, sink.

   Point to or present each item to the child to look at or feel. Ask: WHAT IS THIS?

2. Speaks in 5-6 word phrases.

   Observe during free play or engage child in conversation by asking questions about experiences over the weekend, earlier in the day, etc.

3. Says full name.

   Ask: WHAT'S YOUR WHOLE NAME? Prompt child to give complete name.

4. Relates a personal experience.

   Observe child in structured and unstructured activities.

5. Responds to simple questions.

   Ask child: IF YOU GOT LOST, WHAT WOULD YOU DO?
   WHAT WOULD YOU DO IF SOMEONE GAVE YOU A PRESENT?
   IF IT WERE RAINING AND YOU COULDN'T GO OUTSIDE, WHAT WOULD YOU DO?
   (Any logical and appropriate response is acceptable.)

6. Says alphabet in sequence by rote.

   Say: SAY THE ALPHABET FOR ME. START WITH 'A'. READY? GO. Provide prompts until there have been three successive errors, then stop.

7. Answers questions about a story.

Tell the child the story of Goldilocks and the Three Bears.

NOT LONG AGO THERE WERE THREE BEARS. THEY LIVED IN A FOREST. THERE WAS PAPA BEAR, THERE WAS MAMA BEAR AND THERE WAS BABY BEAR.

PAPA BEAR MOWED THE LAWN AND WENT TO WORK AT A FACTORY.

MAMA BEAR TOOK CARE OF PAPA BEAR AND BABY BEAR'S CLOTHES. SHE COOKED FOR THE BEAR FAMILY AND CLEANED THE HOUSE.

BABY BEAR DID HIS SCHOOLWORK AND PLAYED THE GUITAR IN HIS SPARE TIME.

THEY WERE A VERY HAPPY FAMILY.

ONE MORNING MAMA BEAR COOKED A FINE POT OF OATMEAL. "HMMMM" SAID PAPA BEAR, "THAT SMELLS GOOD."

"BUT IT'S TOO HOT," SAID BABY BEAR, "COULD WE TAKE A WALK WHILE IT COOLS?"

PAPA BEAR SMILED. MAMA BEAR SMILED - AND THEY BOTH SAID, "YES."

SO THE THREE BEARS WENT FOR A WALK.

ABOUT THAT TIME GOLDILOCKS, A LITTLE GIRL WHO LIVED AT THE EDGE OF THE FOREST, WAS GOING FOR A WALK IN THE FOREST.

BEFORE LONG SHE SAW THE HOUSE OF THE THREE BEARS. SHE WENT UP TO THE DOOR AND KNOCKED.

NO ONE ANSWERED. SHE KNOCKED THREE TIMES BUT NO ONE ANSWERED. SO SHE TRIED THE DOOR AND IT OPENED.

SHE WENT INSIDE AND SAW THREE BOWLS OF OATMEAL. FIRST SHE TASTED FROM THE BIG BOWL, BUT IT WAS TOO HOT. NEXT SHE TRIED THE MEDIUM SIZED BOWL AND IT WAS TOO COLD. SO, SHE TRIED THE TINY BOWL, AND IT WAS JUST RIGHT. SO SHE ATE IT RIGHT DOWN TO THE LAST SPOONFUL. IT WAS SO GOOD!

WHEN SHE FINISHED, SHE WENT INTO THE LIVING ROOM.

SHE TRIED PAPA BEAR'S CHAIR, BUT IT WAS SO HARD. SHE TRIED MAMA BEAR'S CHAIR, BUT IT WAS MUCH TOO SOFT. SHE TRIED BABY BEAR'S CHAIR AND IT WAS JUST RIGHT. BUT BABY BEAR'S CHAIR WAS VERY SMALL AND ALL OF A SUDDEN...."CRASH!" ... IT FELL. IT BROKE INTO LITTLE PIECES.

GOLDILOCKS RAN UPSTAIRS.

SHE TRIED PAPA BEAR'S BED, BUT IT WAS TOO HARD. SHE FOUND MAMA BEAR'S BED, BUT IT WAS SO SOFT! THEN SHE TRIED BABY BEAR'S BED, AND IT WAS JUST RIGHT. THE LITTLE BED WAS SO COMFORTABLE THAT SHE FELL ASLEEP.

ABOUT THAT TIME THE THREE BEARS RETURNED.

"SOMEONE HAS BEEN EATING MY OATMEAL" SAID PAPA BEAR.

" OH! SOMEONE HAS BEEN EATING MY OATMEAL," SAID MAMA BEAR.

" OH! OH!" SAID BABY BEAR, "SOMEONE HAS BEEN EATING MY OATMEAL! AND IT'S ALL GONE!"

PAPA BEAR LOOKED INTO THE LIVING ROOM. "IT LOOKS LIKE SOMEONE HAS BEEN SITTING IN MY CHAIR," ROARED PAPA BEAR.

MAMA BEAR RAN INTO THE ROOM. "SOMEONE HAS BEEN SITTING IN MY CHAIR."

"OH!" SQUEALED BABY BEAR, " SOME ONE HAS BROKEN MY CHAIR DOWN."

THEY ALL RAN UP THE STEPS TO THE BEDROOM
PAPA BEAR GROWLED "SOMEONE HAS BEEN LYING IN MY BED."
"SOMEONE HAS BEEN SLEEPING IN MY BED," GROWLED MAMA BEAR.
"SOMEONE HAS BEEN SLEEPING IN MY BED, TOO," SAID BABY BEAR, "AND THERE SHE IS!"
ALL THE BEARS SHOUTED, "AND THERE SHE IS!"
GOLDILOCKS WOKE UP. SHE WAS REALLY FRIGHTENED! SHE RAN OUT OF THE ROOM AS FAST AS SHE COULD. SHE RAN THROUGH THE FOREST ALL THE WAY HOME AND SHE NEVER LOOKED BACK."
WHEN SHE GOT HOME SHE WAS VERY, VERY HAPPY. SHE NEVER WENT INTO ANYBODY'S HOUSE AGAIN WHEN THEY WERE NOT AT HOME.

Then Ask: HOW MANY BEARS WERE THERE? (three)
WHERE DID THEY LIVE? (in a forest)
WHO WAS GOLDILOCKS? (a little girl who lived at the edge of the forest)
WHY DID THE BEARS GO FOR A WALK? (so the oatmeal could cool)
WHAT DID GOLDILOCKS EAT? (oatmeal)
WHAT DID GOLDILOCKS BREAK? (a chair)
WHY DIDN'T GOLDILOCKS SLEEP IN PAPA BEAR'S BED? (it was too hard)
WHO FOUND GOLDILOCKS? (Baby Bear)
HOW DID GOLDILOCKS FEEL WHEN THE BEARS FOUND HER? (frightened; scared)
HOW DID GOLDILOCKS GET HOME? (she ran)
(Approximations of the correct responses are acceptable. Child must get 7 correct responses to pass.)

8. Asks "when" and "who" questions.

Observe language use during various situations.

9. Defines six words.

Say: WHAT IS A RADIO? Repeat with sweater, sugar, train, medicine, library, doctor, cucumber. (Child may give uses and qualities of each item, but at least one use must be included for a correct response.)

10. Says one nursery rhyme.

Say: TELL ME A NURSERY RHYME LIKE HUMPTY DUMPTY (Or one that the child has heard.) If child doesn't respond, say the nursery rhyme. Then say: NOW, CAN YOU SAY A NURSERY RHYME? Stop if there is no response.

11. Expresses ideas.

Say to child: WHAT KINDS OF THINGS WOULD YOU WANT TO DO THIS WEEKEND? Prompt child to explain and expand on simple statements. Ask: WHAT DO YOU THINK PEOPLE SHOULD DO IN THE SUMMER?

12. Tells how objects are the same and different.

Materials: tennis ball, cup, pencil, orange.

Present the child with the ball and the orange. Say: TELL MY HOW THESE THINGS ARE ALIKE. Then ask: HOW ARE THEY DIFFERENT? Then give the child the cup and the pencil and say: TELL ME HOW THESE THINGS ARE DIFFERENT.

(Accept any response which reflects similarity and difference in physical qualities or function.)

13. Tells a simple story.

Tell a simple story such as: JOHN WENT OUTSIDE TO PLAY. HE PLAYED WITH JERRY AND JANE. THEY PLAYED TAG AND BALL. JOHN PLAYED OUTSIDE UNTIL HIS MOTHER CALLED HIM IN FOR DINNER. Say to child: NOW, YOU MAKE UP A STORY AND TELL IT TO ME. If child retells same story, say: NO, YOU MAKE UP YOUR OWN STORY AND TELL IT TO ME.

14. Vocabulary includes most words on Dolch list. (See Appendix A, page 136.)

Observe child during structured and unstructured activities. Compare child's vocabulary with list provided in Appendix.

15. Gives age and birthdate.

Ask child: HOW OLD ARE YOU?
WHEN WERE YOU BORN? or WHEN IS YOUR BIRTHDAY?

16. Gives home address.

Say to child: TELL ME WHERE YOU LIVE. If necessary, encourage expansion of response. say: WHAT'S YOUR ADDRESS AT HOME?

Level: Readiness

Area: Math

Sub-area: Sets

1. Forms a set.

   Materials: 3 red cubes, 4 pencils, 6 coins (2 pennies, 2 nickels, 2 dimes).

   Place objects randomly on a table in front of child. Say: I HAVE SOME THINGS HERE. MAKE A SET FOR ME.

2. Identifies the number of objects in a set (0 to 5).

   Materials: 3 red cubes, 4 pencils, 6 coins (2 pennies, 2 nickels, 2 dimes).

   Give the child one cube. Ask: HOW MANY BLOCKS ARE IN THIS SET? Remove it and give the child five coins. Ask: HOW MANY COINS ARE IN THIS SET? Remove them and give the child 2 pencils and two blocks. Ask: HOW MANY OBJECTS ARE IN THIS SET? Remove them and give the child one coin and one pencil. Ask: HOW MANY OBJECTS ARE IN THIS SET? Remove them and give the child one block, one pencil, and one coin. Ask: HOW MANY OBJECTS ARE IN THIS SET?

3. Matches one to one.

   Materials: 8 cubes, 8 paper cups.

   Place paper cups on table in front of child. Say: I AM PUTTING SOME PAPER CUPS ON THE TABLE. Give the child the cubes and say: PUT ONE CUBE WITH EACH PAPER CUP.

4. Identifies equivalent and non-equivalent sets (more, less, same) up to 5.

Materials: 8 cubes.

On a table in front of child, make a set of two and a set of five cubes. Say: I'M MAKING TWO SETS OF CUBES. Point to the set of five cubes or guide the child's hand to feel cubes. Ask: DOES THIS SET HAVE MORE, LESS, OR THE SAME AS THE OTHER SET? (pointing to the set of two cubes). Then make two sets of four cubes each. Point to one set or guide the child's hand to feel sets. DOES THIS SET HAVE MORE, LESS, OR THE SAME AS THIS OTHER SET? (indicating the other set). Then make a set of three and a set of four. Indicate the set of four and repeat the question. Repeat with two sets of three cubes. Repeat with a set of two and a set of six indicating the set of two.

Level: Readiness

Area: Math

Sub-area: Numbers

1. Knows what number comes after a given number between 1 and 10.

   Say: WHAT NUMBER COMES AFTER NINE? .... WHAT NUMBER COMES AFTER THREE? ... Repeat with 7, 2, 5, 1, 8, 4, and 6.

2. Distinguishes numerals from letters in print or braille.

   Materials: print or braille flashcards with numbers one to ten and capital letters: A, B, E, G, I, K, S, T, X.

   Give the child one pile of the cards mixed together randomly. Say: THERE ARE NUMBERS AND LETTERS IN THIS PILE. MAKE TWO PILES FOR ME. PUT THE NUMBERS IN A PILE HERE (indicating a point on the table) AND THE LETTERS IN A PILE HERE (indicating another point on the table.) O.K., NOW, DO IT.

3. Names numerals up to 10 from a card (use literary braille).

   Materials: Print or braille flashcards with numerals from one to ten.

   Present cards to the child in random order. For each, ask: WHAT NUMBER IS THIS?

4. Writes numerals 1 to 10 in print or braille.

   Materials: pencil, paper, braille writer

   Give child appropriate writing tools. Say: WRITE THE NUMBERS ONE TO TEN. Braille child should produce numerals in nemeth form.

5. Arranges numerals 1 to 10 in order in print or nemeth.

Materials: Print or braille flashcards with (nemeth) numerals from one to ten.

Present the pile of randomly arranged numerals to the child. Say: HERE IS A PILE OF NUMBERS. PUT THEM IN ORDER FROM ONE TO TEN.

6. Knows what number comes before a given number between 1 and 10.

Say: WHAT NUMBER COMES BEFORE NINE? WHAT NUMBER COMES BEFORE THREE? Repeat with 7, 2, 5, 10, 8, 4, 6.

7. Knows relationship between ordinal (1st, 2nd, and last) and cardinal numbers.

Ask: IF YOU ARE THE FIRST IN LINE TO GO TO RECESS, WHAT NUMBER ARE YOU? (1)
IF ROBERT WERE THE FIFTH IN LINE, WHAT NUMBER WOULD HE BE? (5)
IF JILL WERE NUMBER EIGHT IN LINE, WHAT PLACE WOULD SHE BE IN? (Eighth)
IF THERE WERE TEN CHILDREN IN LINE, WHAT PLACE WOULD THE 10th CHILD BE IN? (10)
IF THERE WERE ONLY THREE CHILDREN IN LINE WHAT PLACE WOULD THE LAST CHILD HAVE? (Third)
IF YOU ATE SIX COOKIES, WHAT WOULD THE LAST ONE YOU ATE BE CALLED? (Sixth)
WHAT NUMBER GOES WITH THE WORD SEVENTH? (7)
WHAT WORD GOES WITH THE NUMBER TWO? (Second)
IF YOU GO THROUGH NINE GRADES IN SCHOOL, WHAT IS THE LAST GRADE CALLED? (Ninth)
WHAT WORD GOES WITH THE NUMBER FOUR? (Fourth)

8. Counts to 50 by ones.

Say: COUNT TO FIFTY. READY? GO.

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Level: Readiness

Area: Math

Sub-area: Measurement - Time

1. Associates time words with daily schedule: day, night, morning, noon, afternoon, evening.

   Ask: WHEN DO YOU GO TO BED? (Night)
   WHEN DO YOU EAT BREAKFAST? (Morning)
   WHEN DO YOU EAT DINNER? (Night or Evening)
   WHEN IS THE SUN OUT? (Day)
   WHEN DO YOU GET UP? (Morning)
   WHEN IS THE MOON OUT? (Night)

2. Says days in correct order.

   Say: WHAT ARE THE DAYS OF THE WEEK. If child does not say the days in order, repeat the question. TELL ME THE DAYS OF THE WEEK. LET'S START WITH SUNDAY.

Level: Readiness

Area: Math

Sub-area: Measurement - Money

1. Identifies named coins: penny, nickel, dime, quarter.

   Materials: 4 coins: 1 penny, 1 nickel, 1 dime, and 1 quarter.

   Place the coins on the table in front of the child. Say: I'VE PUT SOME COINS ON THE TABLE. SHOW ME THE PENNY. NOW SHOW ME THE NICKEL.
   " " " " DIME.
   " " " " QUARTER.

Level: Readiness

Area: Math

Sub-area: Measurement - linear

1. Distinguishes between long and short objects.

   Materials: 2 pencils - one long and one short; 2 pieces of string - one long and one short.

   Place materials on a table in front of child in order from left to right: long pencil, short string, short pencil, long string. Say: I PUT SOME LONG AND SHORT THINGS ON THE TABLE.
   SHOW ME THE LONG PENCIL. Replace item in position.
   SHOW ME THE SHORT STRING. " " " "
   NOW SHOW ME THE LONG STRING. " " " "
   AND NOW THE SHORT PENCIL.

Level: Readiness

Area: Math

Sub-area: Measurement-Weight

1. **Identifies light and heavy objects without a scale.**

   Materials: objects which are heavy and light such as: large rock, cotton ball, sheet of paper, brailler, large book, balloon, piece of ribbon, record player.

   Say: I HAVE SOME THINGS HERE. TELL ME IF THEY'RE HEAVY OR LIGHT. Place the cotton ball before the child. Ask: IS THIS HEAVY OR LIGHT? Continue using the following order: light, heavy, light, light, heavy, light, heavy, heavy, light. After placing each object before the child, ask: IS THIS HEAVY OR LIGHT?

Level: Readiness

Area: Math

Sub-area: Measurement-Temperature

1. Identifies hot and cold objects.

   Materials that are hot and cold (e.g., cup of coffee or hot chocolate, bowl of soup, radiator, ice, milk, refrigerated bottle, or fruit).

   Say: I HAVE SOME THINGS HERE THAT ARE HOT AND SOME THAT ARE COLD. TELL ME WHICH ONES ARE HOT AND WHICH ARE COLD. Place the child's hand on one at a time and ask IS THIS HOT OR COLD? Use the following order of presentation: hot, cold, cold, hot, cold, hot, hot, cold.

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Level: Readiness

Area: Math

Sub-area: Geometry

1. Identifies: circles, circular regions
triangles, triangular regions
rectangles, rectangular regions
squares, square regions

Materials: Sandpaper and formboard shapes (one each of a circle, square, triangle, and rectangle), picture outlines or raised line drawings of a circle, square, triangle, and rectangle (approx. 4").

Place sandpaper or formboard shapes randomly on a table in front of child. Say: I PUT SOME SHAPES ON THE TABLE. GIVE ME ALL THE CIRCLES. When child is finished, replace them. NOW, GIVE ME ALL THE SQUARES. Repeat with triangles and rectangles.

2. Identifies the inside and outside of a closed curve.

Materials: stimulus picture or raised line drawing of a closed curve. (Stimulus picture 7)

Place the picture. Say: HERE IS A PICTURE OF A CURVE. SHOW ME THE INSIDE.
SHOW ME THE OUTSIDE.

3. Identifies curves as closed or open.

Materials: stimulus pictures or raised line drawings of three different open and three different closed curves. (Stimulus picture 8.)

Give child the picture of the curves. Say: HERE ARE SOME (MORE) PICTURES OF CURVES. SHOW ME THE OPEN CURVES. Then say: NOW SHOW ME THE CLOSED CURVES.

Level: Readiness

Area: Daily Living

Sub-area: Self-Care

1. Unbottons buttons.

   Materials: buttoning board or garment with large buttons and button holes in front.

   Place the dressing frame or garment in front of the child with three buttons buttoned and say: UNBUTTON THE BUTTONS. If necessary, demonstrate the unbuttoning procedure, then repeat the directions. Say: UNBUTTON THE BUTTONS.

2. Helps to carry and put things away.

   After an activity or free play time, give the direction: PUT THE_____AWAY. If necessary, point to the shelf where the object belongs and give directions again: PUT THE_____AWAY. or PUT THE_____ WHERE IT (THEY) BELONG(S) or PUT THE_____ ON THE SHELF.

3. Sucks from a plastic straw.

   Materials: drinking straw, glass, juice

   Present the child with the drink with the straw in the glass. Say: HERE IS SOME JUICE FOR YOU. DRINK IT WITH THE STRAW. If necessary, put the straw to the child's lips.

4. Uses fork with some spilling.

   Materials: fork, food (bread as a pusher for braille children).

   Observe child during meals for spontaneous performance.

5. Assists in washing and drying face and hands.

Materials: sink, soap, water, washcloth (optional)

As you are handing the materials to the child say: HERE IS THE SOAP AND WASHCLOTH. I WANT YOU TO WASH YOUR HANDS AND FACE. Give verbal and physical guidance, as needed. Then say: NOW DRY YOURSELF. Give towel to child.

6. Bathes self with some supervision.

Materials: Bathtub or shower, washcloth, soap.

Present child with materials needed for taking a bath. Say: IT'S TIME TO TAKE A BATH. GET IN THE TUB AND CLEAN YOURSELF REAL GOOD. If necessary, assist child to get into the tub, and help with washing as needed.

7. Gets drink from faucet or fountain unassisted.

Materials: water faucet, fountain, cup.

Say: TAKE A CUP AND GET A DRINK OF WATER AT THE SINK or Say: GET A DRINK FROM THE FOUNTAIN.

8. Opens door by turning handle.

Materials: dor with knob or handle.

Say: OPEN THE DOOR FOR ME.

9. Takes off coat.

Materials: child's coat

Observe behavior or Say: TAKE YOUR COAT OFF. If necessary, unbutton or unzip child's coat.

10. Puts on coat with assistance

Materials: child's coat

Give coat to child and say: HERE IS YOUR COAT. PUT IT ON. No fastening is necessary.

11. Uses napkin.

Materials: paper napkin

Present napkin to the child during a meal and say: HERE IS A NAPKIN, SHOW ME HOW TO USE IT.

12. Pours from a small pitcher.

Materials: liquid, small pitcher, pan

Present pitcher (half-filled with liquid) to the child and say: POUR THE WATER INTO THE PAN. If necessary, guide the child's free hand to feel pan.

13. Cleans up spills with help.

Materials: sponge.

Demonstrate how to clean up a puddle of liquid. Child may watch or guide movements hand over hand. Give sponge to child and say: LET'S CLEAN UP THE WATER THAT HAS BEEN SPILLED.

14. Distinguishes between front and back of clothes.

Materials: coat, pants, shirt, sweater, blouse, hat, underpants

Pointing to your own shirt say: THIS IS THE FRONT OF MY SHIRT, THIS IS THE BACK OF MY SHIRT. ALL OF THESE THINGS (Pointing to objects) HAVE A FRONT AND A BACK. Give child coat and say: SHOW ME THE FRONT OF THIS COAT. Then say: SHOW ME THE BACK OF THE COAT. If child responds incorrectly, point to front and say: THIS IS THE FRONT. Use same procedure for other items presented one at a time. Do not provide cues.

15. Hangs up coat on hook.

Materials: coat, hook.

Present child with a coat and say: HANG YOUR COAT ON THE HOOK.

16. Puts on socks.

Materials: socks

While child is barefoot, say: IT'S TIME TO PUT ON YOUR SOCKS.

17. Puts on slip or undershirt

Materials: an oversized T-shirt or slip.

Hand garment to child with front facing forward. Say: PUT THIS ON.

18. Puts on shoes.

Materials: child's shoes.

When child has shoes off, say: PUT ON YOUR SHOES.

19. Pulls shoe laces tight.

When the child's shoes are on, say: I'LL HELP YOU TIE YOUR SHOES. PULL THE LACES TIGHT.

20. Buttons large buttons.

Materials: garment with large buttons and button holes in front.

118 Place the garment in front of the child and say: BUTTON THE BUTTONS. If necessary, guide child's hand during demonstration.

21. Lathers soap in washing self. 119

Materials: soap

While the child washes, observe rubbing of soap between two hands.

22. Brushes teeth with help.

Materials: tooth brush, tooth paste, sink

Place toothpaste on the child's brush. Say: SHOW ME HOW YOU BRUSH YOUR TEETH.

23. Serves self at table.

Materials: foods for any meal or snack in family style servings.

Observe spontaneous table performance.

24. Helps to clear the table.

Materials: dishes on table after meal or snack.

Say: IT'S TIME TO CLEAR THE TABLE. I WANT YOU TO CLEAN OFF THE TABLE AND TAKE THE DISHES TO THE SINK.

25. Laces shoes.

Materials: shoes with laces.

Give the unlaced shoe and lace to the child and say: LACE THE SHOE SO YOU CAN PUT IT ON.

26. Attempts simple household tasks.

Use report of parents or houseparents. Parent should say: HELP ME DUST THE FURNITURE or HELP ME PUSH THE CHAIRS UNDER TABLE or FLUFF THE PILLOW, ETC.

27. Cuts soft food with a knife.

Materials: knife, fork, hamburger patty or other soft food.

During lunch or snack time, present food to child and say: USE YOUR KNIFE TO CUT THE _____ INTO SMALL PIECES.

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28. Hangs up clothes without help.

Materials: coat, blouse, pants, hangers, clothes bar.

Give each item of clothing to the child one at a time, then say: PUT THE _____ ON THE HANGER AND HANG IT UP.

29. Combs and brushes hair without assistance.

Materials: comb, mirror, brush.

Use report by parents or after a physical activity, give child a comb and say: COMB YOUR HAIR SO IT WILL BE NEAT AGAIN.

[illegible]. Washes face independently.

Materials: sink, water, washrag, towel, soap.

Present materials to child and say: WASH YOUR FACE SO IT'S GOOD AND CLEAN.

[illegible]. Plays outdoors without guidance.

Observe child in outdoor play.

34. Keeps nose clean without reminding .

Observe spontaneous performance in class.

33. Uses all eating utensils

Materials: fork, knife, spoon, meal.

Observe child during meal time.

34. Rarely spills food

Observe child at several meals.

35. Bathes or showers without assistance.

Materials: Bathtub, washcloth, soap, water.

Say: IT IS TIME TO TAKE A BATH. Assist, if necessary, only in letting in and testing water.

36. Dresses self completely.

Materials: Full set of clothes.

Garments may be laid out for child. Observe child while dressing.

37. Ties shoes.

Materials: shoe with laces.

When shoes are on child's foot, say: LET'S SEE YOU TIE YOUR SHOES.

38. Spreads with knife.

Materials: knife, bread, peanut butter or butter

Present knife to child with butter on knife. Say: SPREAD THIS ON YOUR BREAD.

39. Brushes teeth unassisted.

Materials: sink, toothbrush, toothpaste.

Present brush and paste to child and say: BRUSH YOUR TEETH. DO IT ALL BY YOURSELF.

Level: Readiness

Area: Daily Living

Sub-area: Career Awareness

1. Identifies community helpers from pictures. (Print only)

   Materials: Large, bright pictures of policeman, fireman, farmer, teacher, mailman, truckdriver, doctor, nurse, dentist, trash collector, grocer, beautician or barber, and librarian.

   Place one picture in front of child. Ask: WHAT DOES THIS MAN (LADY) DO? Repeat for each picture. Accept any response which identifies the individual in terms of title or job. Stop after four consecutive failures.

Level: Readiness

Area: Daily Living

Sub-area: Social/Personal

1. Understands taking turns.

   In a structured group activity, child waits to be called upon or takes own turn at appropriate time.

2. Helps with adult activities in the home.

   Child assists with table-setting, bed making, dishwashing or drying, taking out garbage, meal preparations, or housecleaning.

3. Understands sharing.

   During a group art or music lesson or during free play, child is observed to voluntarily relinquish an object to another child or to divide up possessions and give some to another child.

4. Engages in imaginative or pretend play.

   In housekeeping, dress-up or other area, child is observed to assume a non-child role or object) or to utilize a toy as if it were the real object.

5. Plays cooperatively with other children.

   Child is observed to engage in a task with other children where physical or verbal interaction is used for accomplishment of the task.

6. Goes on errands outside the home.

   The child goes away from the home to deliver something to or pick up something from a neighbor, to go to the store, etc.

7. Plays simple competitive exercise games.

Lead a game of Simon Says giving correct verbal and physical cues. Say: SIMON SAYS PUT YOUR HAND ON YOUR HEAD. Then: TURN ALL AROUND. Then: TOUCH YOUR NOSE, etc.

8. Shows appropriate smiling, laughing, frowning behavior.

Observe child's responses to various conditions and situations.

9. Shows concern and sympathy.

When another child gets hurt or sick, the child verbally or physically acknowledges the misfortune.

10. Calls attention to own performance.

During structured or unstructured activities, child tells others what he/she is doing.

11. Understands need for rules and fair play.

Ask child: WHY DO WE HAVE RULES WHEN WE WORK AND PLAY? WHY DO WE HAVE TO PLAY FAIR?

12. Shows ability to delay gratification.

When child is working at a non-preferred task and is distracted easily, offer the child a contingency. (for example, WHEN YOU FINISH YOUR WORK, YOU CAN LISTEN TO A RECORD).

13. Chooses own friends.

Observe with whom the child spends time during free play.

14. Plays simple table games.

Child plays table games involving cards, checkers, dominoes, or other commercial games.

15. Respects property.

Observe in structured and unstructured activities.

16. Gets along well in small groups.

Observe child during structured and unstructured tasks. Note pro-social and anti-social behaviors.

17. Plays structured group games.

Child engages in a game with other children, such as hopscotch, tag, red rover, etc., and follows rules.

Level: Readiness

Area: Daily Living

Sub-area: Body Awareness

1. Touches named body part.

   Say: TOUCH YOUR MOUTH or WHERE IS YOUR MOUTH? Repeat with EYES, NOSE, FEET, TEETH, EARS, FINGERS, NECK, CHIN, ELBOWS, SHOULDERS, ANKLES, WRIST. Stop after four consecutive failures. No response after 20 seconds is considered a failure.

2. Imitates body positions.

   In standing position, face the child. Put both arms straight out in front of you and say: PUT YOUR ARMS LIKE THIS. With blind children, place their arms in the position. Then move their arms back to their sides and say: PUT YOUR ARMS BACK WHERE THEY WERE. Repeat with the following positions: One hand on head; hands holding opposite ear lobes, one hand on knee and one hand on head. Stop after two consecutive failures. No response after 30 seconds is considered a failure.

Level: Academic

Area: Reading

Sub-area: Word Attack Skills

1. Identifies initial consonants.

   a. Say: LISTEN CAREFULLY TO THE WORDS I'M GOING TO SAY. TELL ME THE LETTER THAT THE WORD BEGINS WITH. FOR EXAMPLE, IF I SAY BALL, WHAT WOULD YOU SAY?

      Say: GOOD or YOU WOULD SAY "B" BECAUSE BALL BEGINS WITH B. NOW TRY THESE: MILK, DOG, TOY, KING, FINGER, RACE, WINTER, YELLOW, ZOO, GOAT.

   b. Say: NOW LISTEN CAREFULLY TO THE WORDS I'M GOING TO SAY. MAKE THE SOUND OF THE BEGINNING LETTER. FOR EXAMPLE, IF I SAY BALL, WHAT WOULD YOU SAY?

      Say: GOOD or YOU WOULD SAY /b/ BECAUSE /b/ IS THE SOUND OF THE BEGINNING LETTER IN BALL. NOW TRY THESE: TEN, BOOK, KITE, RAIN, SAND, DOLLAR, WIND, FATHER, YELL, JUMP.

2. Substitutes initial consonants to form new words.

   Materials: Worksheet 3.

   a. Say: LOOK AT THIS WORD. (Point to the word "hat" on worksheet.) CHANGE THE FIRST LETTER, H, AND MAKE ANOTHER WORD. WHAT WORD CAN YOU MAKE?

      Say: GOOD or LET'S CHANGE THE FIRST LETTER TO C. WHAT WORD DO WE HAVE NOW? Say: GOOD. NOW TRY THE NEXT ONE.

      Don't give additional prompts.

   b. Say: LISTEN TO THE WORDS I'M GOING TO SAY. I WANT YOU TO CHANGE THE FIRST LETTER OF THE WORD AND MAKE A NEW WORD FOR ME. FOR EXAMPLE, IF I SAY SUN, S-U-N, WHAT COULD YOUR WORK BE? Prompt, if necessary, with gestures.

      Say: GOOD or YOU COULD CHANGE THE FIRST LETTER OF SUN AND SAY RUN, R-U-N. NOW LET'S TRY THERE: BUG, HIT, LAND, YEAR, SOCK, TOOK, CAKE.
      (All English words which conform to the directions are acceptable.)

3. **Identifies final consonants.**

a. Say: LISTEN CAREFULLY TO THE WORDS I'M GOING TO SAY. TELL ME THE LETTER THAT THE WORD ENDS WITH. FOR EXAMPLE, IF I SAY DOG, WHAT WOULD YOU SAY? Say: GOOD or YOU WOULD SAY /g/ BECAUSE THE LAST LETTER OF DOG IS G. NOW TRY THESE: BAT, SUN, JUMP, CAB, LOAF, FAR, CAMEL, FROG, DRUM, SLED.

b. Say: NOW LISTEN CAREFULLY TO THE WORDS I'M GOING TO SAY. MAKE THE SOUND OF THE LAST LETTER. FOR EXAMPLE, IF I SAY BAT, WHAT WOULD YOU SAY? Say: GOOD or YOU WOULD SAY /t/ BECAUSE THE LAST LETTER OF BAT IS T. NOW TRY THESE: BOOK, WIND, WELL, DOOR, SKIP, TEN, DOG, SELF, WORM, CRAB.

4. Substitutes final consonants to form new words.

a. Materials: worksheet 4.

Say: LOOK AT THIS WORD. Point to word "but" on worksheet. Say: CHANGE THE LAST LETTER, T, AND MAKE ANOTHER WORD. WHAT WORD CAN YOU MAKE? Say: GOOD or LET'S CHANGE THE LAST LETTER TO G. WHAT WORD DO WE HAVE NOW? GOOD. NOW TRY THE NEXT ONES. Child does not have to say words.

b. Say: LISTEN TO THE WORDS I'M GOING TO SAY. I WANT YOU TO CHANGE THE LAST LETTER OF THE WORD AND MAKE A NEW WORD FOR ME. FOR EXAMPLE, IF I SAY CAN, C-A-N, WHAT WOULD YOUR WORD BE? Say: GOOD or YOU COULD CHANGE THE LAST LETTER OF CAN AND SAY CAT C-A-T. NOW LET'S TRY THESE: RUG, FAN, BAT, BUS, SIP.
(All English words which conform to the directions are acceptable.)

5. **Identifies consonant blends.**

Say: LISTEN CAREFULLY TO THE WORDS I'M GOING TO SAY. MAKE THE SOUND OF THE BEGINNING BLEND. FOR EXAMPLE, IF I SAY TREE, WHAT WOULD YOU SAY? Say: GOOD or YOU SAY /tr/ BECAUSE /tr/ IS THE SOUND OF THE BEGINNING BLEND IN TREE. NOW TRY THESE: BROWN, STICK, TRACK, SKATE, SLIDE, GREEN, DRIP, FLOUR, CLOTH.

6. **Identifies consonant digraphs.**

Say: LISTEN CAREFULLY TO THE WORDS I'M GOING TO SAY. MAKE THE SOUND OF THE DIGRAPHS THAT YOU HEAR. FOR EXAMPLE, IF I SAY THE WORD WHALE, WHAT WOULD YOU SAY? Say: GOOD or YOU WOULD SAY /wh/ BECAUSE THAT IS THE DIGRAPH YOU HEAR AT THE BEGINNING OF THE WORD WHALE. NOW IF I SAY BATH, WHAT WOULD YOU SAY? Say: GOOD or YOU WOULD SAY /th/ BECAUSE IT IS THE DIGRAPH YOU HEAR AT THE END OF THE WORD BATH. NOW YOU DO SOME: WISH, CHAIR, HANG, WORTH, WHERE.

7. Identifies short vowels.

a. Say: LISTEN CAREFULLY TO THIS WORD AND TELL ME WHICH VOWEL SOUND YOU HEAR. IF I SAY CAT, WHAT WOULD YOU SAY? Say: GOOD OR YOU WOULD SAY /a/ BECAUSE THAT IS THE VOWEL SOUND IN CAT. NOW TRY THESE: HOP, BIT, ASK, NUT, BED, US, LOT, WISH, FAT, MET.

b. Materials: worksheet 5, pencil.

Say: LOOK AT THESE WORDS. UNDERLINE ONLY THE WORDS WITH A SHORT VOWEL SOUND. TRY THIS ONE FIRST. (Point to "bat") IS THIS A SHORT OR LONG VOWEL SOUND? Say: GOOD, UNDERLINE IT or NO, BAT HAS A SHORT VOWEL SOUND, UNDERLINE IT. NOW TRY THIS ONE. (Point to "may") IS THIS SHORT OR LONG? Say: GOOD, or NO, MAY HAS A LONG SOUND. WE DO NOT UNDERLINE IT. Say: NOW DO THE REST. REMEMBER TO UNDERLINE ONLY THE WORDS WITH A SHORT VOWEL SOUND. If necessary, do each individually. Point only, without naming the word or providing feedback for each response.
(Short sounds are in words: bat, up, elephant, apple, odd, Indian, umbrella.)

8. Identifies long vowels.

a. Say: LISTEN TO THIS WORD AND TELL ME WHICH VOWEL SOUND YOU HEAR. IF I SAY CAKE, WHAT DO YOU SAY? Say: GOOD, or YOU WOULD SAY /a/ BECAUSE THAT'S THE VOWEL SOUND IN CAKE. NOW TRY THESE: COAT, MILE, SEEN, PIE, WAIT, SHOW, MEAT, PAIN, KNOW, USE.

b. Materials: worksheet 6, pencil.

Say: LOOK AT THESE WORDS. UNDERLINE ONLY THE WORDS WITH A LONG VOWEL SOUND. TRY THIS ONE FIRST. (Point to "cake".) IS THIS A SHORT OR LONG VOWEL SOUND? Say: GOOD, UNDERLINE IT or NO, CAKE HAS A LONG SOUND, SO UNDERLINE IT. NOW TRY THIS ONE. (Point to "ball".) IS THIS SHORT OR LONG? Say: GOOD, WE DON'T UNDERLINE IT. BALL HAS A SHORT SOUND. NOW DO THE REST. REMEMBER TO UNDERLINE ONLY THE WORDS WITH LONG VOWEL SOUND.
(Long sounds are in words: cake, tiny, halo, breeze, cube, polite, shape.)

9. **Identifies vowel diphthongs.**

a. **Say:** LISTEN TO THIS WORD AND TELL ME WHICH VOWEL SOUND YOU HEAR. IF I SAY LOUD, WHAT WOULD YOU SAY? **Say:** GOOD or YOU WOULD SAY /ou/ BECAUSE THAT'S THE VOWEL SOUND IN LOUD. NOW TRY THESE: COIN, SHOUT, NOISE, GROWL, CROWD, BROW, OUR.

b. **Materials:** worksheet 7, pencil.

Say: LOOK AT THESE WORDS. UNDERLINE THE VOWEL SOUNDS IN EACH WORD. TRY THIS ONE FIRST. (Point to "coin.") **Say:** UNDERLINE ONLY THE VOWEL SOUND IN THIS WORD. **Say:** GOOD or NO, THE O AND I MAKE THE VOWEL SOUND. WE UNDERLINE BOTH OF THEM. NOW DO THE OTHERS. REMEMBER TO UNDERLINE THE VOWEL SOUND. If necessary, do each individually. Point only, without naming the word or providing feedback for each response.
(coin, oil, step, boy, cloud, mean, fat, snow, owl, shout, seen, awful.)

10. **Identifies vowel digraphs.**

a. **Say:** LISTEN TO THIS WORD AND TELL ME WHICH VOWEL SOUND YOU HEAR. IF I SAY BOAT, WHAT WOULD YOU SAY? **Say:** GOOD or YOU WOULD SAY _____ BECAUSE THAT'S THE VOWEL SOUND IN BOAT. NOW TRY THESE: FLOAT, NAIL, GOAT, DREAM, PLAY, LEAP.

b. **Materials:** worksheet 8, pencil.

Say: LOOK AT THESE WORDS. UNDERLINE THE VOWEL SOUND IN EACH WORD. TRY THIS ONE FIRST. (Point to "leaf.") UNDERLINE ONLY THE VOWEL SOUND IN THIS WORD. **Say:** GOOD or NO, THE E AND A MAKE THE VOWEL SOUND. WE UNDERLINE BOTH OF THEM. NOW DO THE OTHERS. REMEMBER TO UNDERLINE THE VOWEL SOUND. If necessary, do each individually. Point only, without naming the word or providing feedback for each response.
(leaf, rain, throat, oyster, thaw, good, each, coat, train.)

11. **Identifies long vowels which follow the vowel + consonant + e pattern.**

Materials: worksheet 9, pencil.

Say: LOOK AT THESE WORDS. UNDERLINE ONLY THE WORDS WITH A LONG VOWEL SOUND. TRY THIS ONE FIRST. (Point to "Bone.") DOES THIS WORD HAVE A LONG VOWEL? **Say:** GOOD, UNDERLINE IT. or YES, THE WORD BONE DOES HAVE A LONG VOWEL. NOW DO THE OTHERS. REMEMBER TO UNDERLINE ONLY THE WORDS WITH A LONG VOWEL. If necessary, do each individually. Point only, without naming the word or providing feedback for each response.
(bone, hope, fuse, cape, sake, fame, pine, care, mine.)

12. Identifies silent "gh" principle.

Materials: worksheet 10.

Say: READ THESE WORDS FOR ME. If child is unable to read first word, go on to the second without correcting. If child cannot read the second word, stop.

13. Identifies hard and soft c sounds (/s/ and /k/).

a. Say: LISTEN TO THESE WORDS. TELL ME IF THEY HAVE THE /s/ SOUND OR THE /k/ SOUND. CLEAN, TRUCK, ICE, RACE, CRY, CARRY, CITY, CALF.
(/s/ = ice, race, city.)

b. Materials: worksheet 11, pencil.

Say: LOOK AT THESE WORDS. UNDERLINE ONLY THE WORDS WITH A /s/ SOUND. TRY THIS ONE FIRST. (Point to "cent.") DOES THIS HAVE A /s/ SOUND? Say: GOOD, THEN UNDERLINE IT or YES, CENT HAS A /s/ SOUND. WE UNDERLINE IT. NOW DO THE OTHERS. REMEMBER TO UNDERLINE ONLY WORDS WITH A /s/ SOUND.
(cent, cell, cycle, cite, circus.)

14. Identifies hard and soft g sounds (/g/ and /j/).

a. Say: LISTEN TO THESE WORDS. TELL ME IF THEY HAVE THE /g/ SOUND OR THE /j/ SOUND. GRIN, GIANT, GUM, GO, GIRAFFE, GARDEN, AGE.
(hard=grin, gum, go, garden.)

b. Materials: worksheet 12.

Say: LOOK AT THESE WORDS. UNDERLINE ONLY THE WORDS WITH A /j/ SOUND. TRY THIS ONE FIRST. (Point to "gentle.") DOES THIS HAVE A /j/ SOUND? Say: GOOD, THEN UNDERLINE IT or YES, GENTLE HAS A /j/ SOUND SO WE UNDERLINE IT. NOW DO THE OTHERS. REMEMBER TO UNDERLINE ONLY THE WORDS WITH A /j/ SOUND.
(gentle, age, gin, page, average, rage.)

15. Identifies r-controlled vowels.

Materials: worksheet 13.

Say: READ THESE WORDS FOR ME.

16. Identifies irregular vowel sounds

Materials: worksheet 14.

Say: READ THESE WORDS FOR ME.

17. Identify inflected ending "ed" as "d" or "t" sound.

Materials: worksheet 15.

Say: READ THESE WORDS FOR ME.

Level: Academic

Area: Reading

Sub-area: Word Study Skills

1. Identifies and forms new words by adding a specified inflected ending.

   Materials: worksheet 16 a, b.

   Say: READ EACH SENTENCE ON THE WORKSHEET AND TELL ME WHAT BELONGS IN THE SPACE. FOR EXAMPLE, LET'S READ THE FIRST SENTENCE TOGETHER. THE BUS STOP AT MY HOUSE TODAY. WHAT SHOULD IT SAY? Say: GOOD or NO, IT SHOULD SAY STOPPED. THE BUS STOPPED AT MY HOUSE TODAY. NOW LET'S TRY THE OTHERS. YOU READ THEM. Stop after prompting on three sentences.
   (stopped, says or said, working, parked, drinks or drank, riding.)

2. Identifies root words.

   Materials: worksheet 17.

   Say: LOOK AT THESE WORDS AND TELL ME WHAT THE ROOT IS OF EACH WORD. LET'S TRY THIS ONE FIRST. Point to walked. Ask: WHAT IS THE ROOT OF THIS WORD. Say: GOOD, CAN YOU MAKE ANOTHER WORD WITH THE ROOT? or THE ROOT IS WALK. CAN YOU MAKE ANOTHER WORD WITH THE ROOT WALK? If child cannot or responds incorrectly, say: ANOTHER WORLD COULD BE WALKING. NOW TRY THE NEXT ONE. After each response, ask: CAN YOU MAKE ANOTHER WORD WITH THE ROOT? Provide prompts to the second attempt if necessary. Terminate after the third incorrect response.
   (walk, look, jump, eat, like, run, wait, sing, beg, trust.)

3. Identifies compound words.

   Materials: worksheet 18.

   Say: READ THESE WORDS AND TELL ME WHAT TWO WORDS MAKE THE BIG WORD. LET'S TRY THIS ONE FIRST. Point to homework. WHAT WORD IS THIS? Provide the answer if necessary. Say: WHAT TWO WORDS ARE IN HOMEWORK? Provide answer if necessary and say: NOW DO THE NEXT ONE. Prompt as needed, stop after incorrect response on both parts of 3 consecutive compound words.
   (home/work, play/house, cow/boy, base/ball, milk/man, air/plane, rail/road, straw/berry, star/fish, post/man.)

4. Identifies prefixes.

Materials: worksheet 19.

Say: READ THESE WORDS AND TELL ME THE PREFIX OF EACH WORD. LET'S TRY THIS ONE FIRST. WHAT WORD IS THIS? (Point to "unhappy".) If necessary, provide answer. Ask: WHAT'S THE PREFIX OF UNHAPPY? If necessary, provide answer. Stop after incorrect responses on both parts of three consecutive words.

(un/happy, un/kind, un/fit, re/pay, dis/like, mis/place, de/part, dis/able, im/perfect, un/like.)

5. Identifies suffixes.

Materials: worksheet 20.

Say: READ THESE WORDS AND TELL ME THE SUFFIX OF EACH WORD. LET'S TRY THIS ONE FIRST. WHAT WORD IS THIS? (Point to "sadness".) If necessary, provide answer. Ask: WHAT'S THE SUFFIX OF SADNESS. If necessary, provide answer. Stop after incorrect responses on both parts of three consecutive words.

(sad/ness, wood/en, fool/ish, like/able, hope/less, ill/ness, soft/ly, use/ful, play/ful, judge/ment.)

6. Identifies plurals.

a. Say: LISTEN TO THESE WORDS. TELL ME WHICH WORDS MEAN MORE THAN ONE. FOR EXAMPLE, DOES BOOKS MEAN MORE THAN ONE? Say: GOOD or YES IT DOES. THERE IS MORE THAN ONE BOOK. NOW TRY THESE: KING, RINGS, APPLES, ASHES, BOAT, FOXES, CARS, DISH.

b. Materials: worksheet 21.

Say: LOOK AT THESE WORDS. TELL ME EACH WORD SO THAT IT MEANS MORE THAN ONE. LET'S TRY THIS ONE FIRST. (Point to "toy".) TELL IT TO ME SO IT MEANS MORE THAN ONE. Say: GOOD or NO, YOU SHOULD SAY TOYS. NOW DO THE NEXT ONE. Stop after three consecutive incorrect responses.

(toys, smiles, grades, stones, hikers, fathers, ladies, trips, houses, visits, slides, stores.)

7. Identifies irregular plurals.

Say: IF THERE IS MORE THAN ONE CHILD, WHAT ARE THERE? THERE ARE _____. Or ask: WHAT IS THE WORD FOR MORE THAN ONE CHILD? If child does not respond say: IF THERE IS MORE THAN ONE CHILD, THERE ARE CHILDREN. Then say:

IF THERE IS MORE THAN ONE MAN, THERE ARE _____. (men)
IF THERE IS MORE THAN ONE LEAF, THERE ARE _____. (leaves)
IF THERE IS MORE THAN ONE FISH, THERE ARE _____. (fish)
IF THERE IS MORE THAN ONE MOUSE, THERE ARE _____. (mice)
IF THERE IS MORE THAN ONE PERSON, THERE ARE _____. (people)
IF THERE IS MORE THAN ONE GOOSE, THERE ARE _____. (geese)

Stop after three consecutive incorrect responses.

8. Identifies contractions.

a. Materials: worksheet 22.

Say: READ THESE WORDS AND TELL ME THE TWO PARTS OF EACH WORD. LET'S DO THE FIRST ONE TOGETHER. WHAT WORD IS THIS? (Point to "can't.") If necessary, say: CAN'T IS MADE FROM WHAT TWO WORDS? If child does not respond, say: CAN'T IS MADE FROM CAN AND NOT. Then say: NOW YOU DO THE NEXT ONE. Stop after incorrect responses on three consecutive items.

(can/not, we/will, would/not, that/is, is/not, she/would, I/am, it/is, I/will, are/not, could/not.)

b. Say: I'M GOING TO SAY TWO WORDS. YOU MAKE A CONTRACTION FROM IT. FOR EXAMPLE, I SAY CAN NOT. WHAT WOULD YOU SAY? Say: GOOD or NO, YOU WOULD SAY CAN'T. NOW TRY THESE: DO NOT, DID NOT, WE ARE, IS NOT, THEY WILL, COULD NOT, WILL NOT, I AM, YOU ARE, HAVE NOT, I WILL. Stop after three consecutive incorrect responses.

(don't, didn't, we're, isn't, they'll, couldn't, won't, I'm, you're, haven't, I'll.)

9. Identifies possessives.

a. Materials: worksheet 23.

Point to the first sentence on the worksheet. Say: LET'S READ THE FIRST SENTENCE. I SEE THE BOY'S HAT. Ask: TO WHOM DOES THE HAT BELONG? If the child does not respond, say: THE HAT BELONGS TO THE BOY. IT'S THE BOY'S HAT. Then say: READ SENTENCE TWO. (The boy's holding the girl's cat.) Ask: TO WHOM DOES THE CAT BELONG? (the girl.)
Say: READ SENTENCE 3. (Look at the baby's teeth.) Ask: TO WHOM DO THE TEETH BELONG? (baby)
Say: READ SENTENCE 4. (Father's car is blue.) Ask: WHO HAS A BLUE CAR? (father)
Say: READ SENTENCE 5. (That's the horse's tail.) Ask: WHOSE TAIL IS IT? (horse)

b. Materials: worksheet 24, pencil.

Point to the worksheet. Say: LOOK AT THESE WORDS. UNDERLINE ALL THE POSSESSIVES. REMEMBER, ONLY UNDERLINE THE POSSESSIVES AND NOT WORDS THAT MAY LOOK LIKE POSSESSIVES.
(girls', Mike's, Mother's, baby's, her's, bike's, dog's, Ann's.)

c. Say: I'M GOING TO SAY A PHRASE. SAY IT BACK TO ME A DIFFERENT WAY. FOR EXAMPLE, I SAY: THE BIKE OF THE BOY. WHAT WOULD YOU SAY? If necessary, provide the answer. Say: NOW TRY THESE:

THE SHOE OF THE GIRL. (girl's shoe)
THE BOOK OF THE MAN. (man's book)
THE BONE OF THE DOG. (dog's bone)
THE HAT OF THE PERSON. (person's hat)

10. Identifies abbreviations.

a. Materials: worksheet 25.

Say: LOOK AT THESE ABBREVIATIONS. TELL ME WHAT EACH ONE MEANS. LET'S DO THE FIRST ONE TOGETHER. WHAT DOES S-T PERIOD MEAN? Say: GOOD or NO, IT MEANS STREET. NOW TRY THE OTHER ONES. Stop after five consecutive incorrect responses.

b. Materials: worksheet 26.

Point to worksheet. Say: READ THESE SENTENCES TO ME. Stop after three consecutive incorrect responses.

11. Identifies word pairs.

a. Say: CHANGE THIS SENTENCE TO MEAN THE OPPOSITE: IT WAS VERY COLD. Say: GOOD or NO, THE OPPOSITE IS: IT WAS VERY HOT. NOW DO THESE: I SAW A FAT LADY. (I saw a thin lady.)
THE BABY WAS WET. (The baby was dry.)
THE CHILDREN IN THE CLASS ARE VERY NOISY. (The children in the class are very quiet.)
WE HAD TO STAND IN A LONG LINE. (We had to sit in a long line or We had to stand in a short line or we did not have to stand in a long line.)

b. Say: GIVE ME ANOTHER WORD THAT MEANS BIG. Say: GOOD or LARGE IS ANOTHER WORD FOR BIG. NOW TRY THESE: GIVE ME ANOTHER WORD FOR: SMALL, SLEEPY, ANGRY, FOOLISH, THIN, PRETTY, KIND.
(any synonym is acceptable)

c. Materials: worksheets 27a and 27b, pencil.

Say: HERE ARE SOME SENTENCES. UNDERLINE THE WORD THAT BELONGS IN THE SPACE. LET'S LOOK AT THE FIRST SENTENCE. READ: I HERE HEAR THE MUSIC. UNDERLINE THE WORD THAT GOES IN THE SPACE. Then say: NOW DO THE OTHERS.
(too, there, pair, to, eight)

12. Identifies multiple meanings of words in context.

Say: TELL ME WHAT THESE TWO SENTENCES MEAN: THE TRIP WAS LONG. HE LONGED TO TAKE A TRIP. If necessary, provide the correct responses. Say: NOW TRY THESE: WE PARTED AND SAID OUR GOOD-BYES. WHICH PART DO YOU HAVE?
HE IS A MEAN PERSON. WHAT IS THE MEANING OF THAT WORD?
HOW WAS THE TRIP? HE TRIPPED ON THE WAY.
(Any logical response which differientiates the meaning is acceptable.)

13. Identifies syllables.

Say: I'M GOING TO SAY SOME WORDS. TELL ME HOW MANY SYLLABLES EACH WORD HAS. LET'S TRY THE WORD RUNNING. HOW MANY SYLLABLES DOES IT HAVE? Do not provide feedback. Say: NOW TRY THESE: CEDAR, CYLINDER, CAT, GELATIN, CIGAR, BIRTHDAY, CAUGHT, PARTY, GENEROUS, TABLE, FALSE, HELICOPTER, WALTZ, TESTED, ALSO, HALT, STRAWBERRY.
(cedar-2, cylinder-3, cat-1, gelatin-3, cigar-2, birthday-2, caught-1, party 2, generous-3, table-2, false-1, helicopter-4, waltz-1, tested-2, also-2, halt-1, strawberry-3.)

14. **Classifies words.**

a. **Materials: worksheet 28, pencil.**

Say: READ THE WORDS ON EACH LINE. ONE WORD DOES NOT BELONG WITH THE OTHERS. UNDERLINE THE WORD THAT DOES NOT BELONG. LET'S DO THE FIRST ONE TOGETHER. APPLE, BOOK, BREAD, MEAT. UNDERLINE THE ONE THAT DOES NOT BELONG. NOW DO THE OTHERS. If necessary, assist with reading.

(book, plane, sister, fall, sad.)

b. **Materials: worksheet 28.**

Say: TELL ME WHY THESE WORDS GO TOGETHER. Point to each line of child's worksheet, covering the word that does not belong. Do not provide feedback after child's response.

(things we **eat** or food; things that move on the ground or that we ride in; types of jobs or people who work; ways we move; words that mean happy. Other appropriate responses are acceptable.)

Level: Academic

Area: Reading

Sub-area: Study Skills

1. Follows printed directions.

   a. Materials: worksheet 29a in print or braille; ball, cup, crayon, paper.

      Place the ball, cup, and crayon on the table. Give the worksheet to the child and say: READ THE DIRECTIONS ON THE WORKSHEET AND DO WHAT IT SAYS.

   b. Materials: worksheet 29b in print or braille; paper and pencil or brailler. Give the worksheet to the child and say: READ THE DIRECTIONS ON THE WORKSHEET AND DO WHAT IT SAYS.

   c. Materials: worksheet 29c in print or braille. Give the worksheet to the child and say: READ THE WORKSHEET.

2. Identifies page numbers (print or braille).

   Materials: textbook.

   Say: TURN TO THE PAGES I SAY: 12; 25; 3; 38; 10. If necessary, help find page 12. Stop if child can not find page 25.

3. Identifies source for locating information.

   Say: IF I WANTED TO LEARN ABOUT PETS, WHAT BOOK WOULD I LOOK FOR AT THE LIBRARY? WHERE ELSE MIGHT I FIND INFORMATION ON PETS? WHEN YOU DON"T KNOW ABOUT A WORD, WHERE DO YOU LOOK TO FIND OUT ABOUT IT? (encyclopedia, a book about pets, dictionary)

4. Uses a table of contents.

   Materials: book with stories and a table of contents.
   Find the beginning page number in the table of contents for a story. Give the book to the child. Say: TELL ME WHAT PAGE THE STORY _____ IS ON? If child responds correctly, choose a second page number which falls within a story. Then say: USING THE TABLE OF CONTENTS, TELL ME WHAT I WOULD FIND ON PAGE _____.

5. **Uses a glossary.**

Pre-select three words that appear in the glossary of a book. Say: LOOK IN THE GLOSSARY AND TELL ME WHAT _____ MEANS. If necessary, help the child with the first word.

6. **Alphabetizes words.**

a. **Materials: worksheet 30a.**

Give child worksheet. Point to Set 1 and say: TELL ME IF THESE WORDS ARE IN ALPHABETICAL ORDER. **Repeat for Sets 2 and 3.**
(column 1-yes; column 2-no; column 3-no)

b. **Materials: worksheet 30b, pencil or brailler.**

Give child worksheet and say: THESE WORDS ARE NOT IN CORRECT ORDER. PUT THEM IN CORRECT ABC ORDER. WRITE THEM IN ORDER ON THE PAPER.
(bananas, blue, car, cheese, flowers, fly, giraffe, house, red, white, woman, yellow.)

7. **Uses an index.**

Materials: book with an index.

Say: FIND THE INDEX IN YOUR BOOK. HOW ARE TOPICS LISTED IN THE INDEX? WHAT INFORMATION CAN YOU GET FROM AN INDEX? ON WHAT PAGE CAN YOU READ ABOUT _____? NOW FIND THAT PAGE IN YOUR BOOK.
(alphabetical order; page number where word or topic can be found)

8. **Uses a dictionary.**

Materials: dictionary.

Ask: 1) WHAT INFORMATION CAN YOU GET FROM A DICTIONARY? 2) HOW ARE WORDS LISTED IN A DICTIONARY? Open to any page and ask: 3) WHAT ARE THE GUIDE WORDS ON THIS PAGE? 4) WOULD YOU EXPECT TO FIND THE WORD _____ ON THIS PAGE? (Name three words that are on the page and three that are not on the page.) Then say: LOOK UP THESE WORDS FOR ME: HOUSE, ELEPHANT, ZOO, MONKEY. Next, say: LOOK UP HAMMER. NOW, LISTEN TO THIS SENTENCE: FATHER USED THE HAMMER WHEN HE BUILT THE DOGHOUSE. WHICH DEFINITION OF THE WORD GOES WITH HAMMER IN THIS SENTENCE?
(definition of words; in alphabetical order)

9. **Uses an encyclopedia.**

Materials: encyclopedia set.

Ask: WHAT IS AN ENCYCLOPEDIA? (A set of books about many topics.)
WHAT KIND OF INFORMATION DO YOU GET FROM AN ENCYCLOPEDIA? (Information on many topics.)
HOW ARE SUBJECTS LISTED IN AN ENCYCLOPEDIA? (In alphabetical order.)
Ask student to look up dogs.

10. **Uses charts and maps.**

a. **Materials: worksheet 31a.**

Say: LOOK AT THIS MAP. SHOW ME WHERE THE SCHOOL IS.
WHAT STREET IS THE LIBRARY ON? (Elm Street)
WHAT BUILDING DO YOU FIND WHERE MAIN AND SMITH STREETS CROSS? (Post office, candy store, grocery store, school)
WHAT IS ON THE SAME STREET AS THE POST OFFICE?
ON WHAT STREET DO YOU WALK TO GO FROM THE HOUSE TO THE SCHOOL?

b. **Materials: worksheet 31b.**

Ask: HOW MUCH DOES AN ICE CREAM CONE COST? (20¢)
HOW MANY DRINKS DO THEY HAVE? (5)
WHICH COSTS MORE: ICE CREAM OR PIE? (pie)
WITH WHAT DOES A HAMBURGER COME? (French fries)
HOW MUCH DOES A SALAD COST? (50¢)

11. **Completes simple outline.**

Materials: worksheet 32 in print or braille.

Read child a brief story from a social studies book. Then give child worksheet and have child orally help you complete it. Teacher should do writing. Test only his outlining knowledge. Provide prompts when needed, such as WHAT DO WE WANT TO REMEMBER ABOUT THE STORY?

12. **Uses a card catalog.**

Materials: library card catalog.

Ask: WHERE DO YOU FIND A CARD CATALOG? (In a library)
WHAT IS A CARD CATALOG? (A listing of books, magazines, etc.)
HOW IS A CARD CATALOG ORGANIZED? (In alphabetical order by subject or author or title.)
IF YOU WANTED TO READ A BOOK ABOUT BIRDS, SHOW ME HOW YOU WOULD FIND IT IN THE CARD CATALOG. (Child should provide call number.)
After child locates card, ask: NOW WHERE DO YOU FIND THAT BOOK IN THE LIBRARY?

13. **Takes simple notes in reading.**

Materials: brief story from a social studies book; paper and pencil or brailler.

Say: READ THIS STORY AND TAKE NOTES ABOUT IT.

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14. Scans to find answers.

Materials: worksheet 33a and 33b

Give child worksheet. Say: I'M GOING TO ASK YOU SOME QUESTIONS ABOUT THIS STORY. TELL ME THE ANSWERS AS FAST AS YOU CAN WITHOUT READING THE WHOLE STORY.

Ask: WHERE DO BOB AND SUE LIVE? (In an Indian village.)
WHAT TYPE OF JOB DO THEIR PARENTS HAVE? (They make rugs, rings, and pottery.)
WHERE DO BOB AND SUE GO TO SCHOOL? (In town.)
WHAT IS HAPPENING TO THE FAMILY CUSTOMS? (They are changing.)

Level: Academic

Area: Reading

Sub-area: Oral reading

1. Reads in meaningful phrases in print or braille.

   Materials: Worksheet 34.

   Say: READ THIS TO ME.
   (Child reads with appropriate inflections and pauses.)

2. Reads a play in print or braille.

   Materials: Play with correct form and level from child's reading series.

   Say: WE ARE GOING TO READ A PLAY. YOU WILL BE _____. WHEN IT IS YOUR TURN, READ THE PART ALOUD.

3. Choral reading.

   Materials: poem or verse.

   Give a group of four children a simple poem or verse to read. Say: LET'S READ THIS TOGETHER. READY? START.

4. Follows group reading situations.

   Materials: story from a familiar textbook.

   Say: WE ARE GOING TO TAKE TURNS READING THIS STORY. FOLLOW ALONG AND KEEP THE PLACE UNTIL IT IS YOUR TURN TO READ.

5. Dramatizes a play.

   Materials: familiar play to child

   Assign child a part and say: PRETEND YOU ARE _____. ACT AND SAY WHAT YOU THINK _____ WOULD DO.

6. Appropriate reading rate.

   Materials: three reading selections in print or braille, one which is easy for child, one which is a little more difficult, and one which is most difficult.

   Observe if child's oral reading rate is too fast or too slow, causing child to omit words, mispronounce words, or lose comprehension.

Level: Academic

Area: Reading

Sub-area: Comprehension

1. Determines sentence meaning from context.

a. Materials: worksheet 35a, 35b, 35c (print or low vision)

Give child worksheets in order. For each worksheet say: READ EACH SENTENCE AND DRAW A LINE TO or SHOW ME THE PICTURE THAT GOES WITH THE SENTENCE.

b. Materials: worksheet 36a, 36b, 36c.

Give child worksheets in order. For each, say: READ THE SENTENCE ON THE WORKSHEET. UNDERLINE EVERY SENTENCE BELOW IT THAT HAS THE SAME IDEA AS THE FIRST SENTENCE.

(a-sentence 2; b-sentences 1 and 2; c1-sentence 2; c2-sentences 2 and 3)

2. Supplies missing word in context.

Materials: worksheet 37a, 37b, 37c.

Give child worksheets in order. For each say: READ THE SENTENCES ON THE WORKSHEET AND UNDERLINE THE WORD THAT CORRECTLY COMPLETES EACH SENTENCE.

(hum, trick, day, car, bed; very, time, today; eager, dissappointed)

3-5. Place story S-1 in front of the child. Say: READ THIS STORY. THEN YOU WILL ANSWER QUESTIONS FOR ME. When child has finished reading, begin item 3. When necessary, assist child with the reading. Following completion of item 5, repeat this process with story S-2 and S-3.

3. Recalls details of a story.

Materials: worksheet 38a (S-1), 38a (S-2) or 38a (S-3).

Give child worksheet and say: READ EACH QUESTION AND TELL ME THE ANSWER. START WITH NUMBER 1. Point to question one on worksheet.

S1: brown; black; up a tree; the dog.
S2: John; the monkey; no; every year; two monkeys.
S3: Everyone told him; the gym teacher; he trained; after school; for two weeks.)

4. Identifies main idea of a story.

Materials: worksheet 38b (S-1), 38b (S-2) or 38b (S-3).

Give child worksheet and say: READ THESE TITLES AND TELL ME THE BEST TITLE FOR THIS STORY.
(a-A dog and a cat. b-A day at the zoo. c-Training for the Swim Team)

5. Predicts story outcome.

Materials: worksheet 38c (S-1), 38c (S-2) or 38c (S-3) and pencil or brailler.

Give child worksheet and ask: READ THESE SENTENCES AND TELL ME THE ONE THAT SAYS WHAT MIGHT HAPPEN NEXT.
(a-the dog ran away from the bee and hid. b-John fed the monkeys. c-Mark is excited because he made the swim team.)

6. Recognizes cause-effect relationships.

Materials: worksheet 39a, 39b, 39c, and pencil or brailler.

Give child worksheets one at a time and say: READ THESE SENTENCES AND UNDERLINE THE WORDS THAT COMPLETE THE SENTENCE. (a-wet, ran away, umbrella; b-it was my birthday, he looked for the ball; c-the next day we played in the snow, the point was pressed down too hard.)

7. Identifies contrasts and comparisons.

Materials: worksheets 40a, 40b, and 40c and pencil or brailler.

Give child worksheets one at a time. For each say: UNDERLINE THE WORD THAT COMPLETES THE SENTENCE.
(a-rocket, ring, yard: b-bug, snail, whale; c-car, a firealarm, Pluto)

8-9. Give child worksheet 41 (S-1). Say: READ THE STORY CAREFULLY. When child has finished, begin item 8. Assist child with the reading when necessary. Following completion of item 9, repeat the procedure with worksheet 41 (S-2) and 41 (S-3).

8. Articulates story sequence.

After the child has read the story silently, say: TELL THE STORY BACK TO ME JUST THE WAY IT HAPPENED.
(a-story should include mention of the following: man came to door, mother said "hello", gave her box, it was for me, my birthday;
b-Ann wanted to go to the park, she could go when father came home, Ann and father went to the park, Ann had fun playing, Ann told mother about the park;
c-children planned party for principal, guests came early, everyone hid from Mr. Bell, everyone said "Happy Birthday".)

9. **Summarizes the main idea of a story by giving a title.**

After child has responded to item 8, say: NOW TELL ME A TITLE OR A GOOD NAME FOR THIS STORY.
(a-any title such as The Birthday Present or The Man and the Box is acceptable; b-Fun at the Park, etc.; c-Mr. Bell's Surprise Party, etc.)

10. **Recognizes pronoun reference.**

Materials: worksheet 42a, 42b, 42c.

Give child worksheets one at a time. For each, Point to number 1 on the worksheet and say: READ THE FIRST SENTENCE. TO WHOM DOES THE UNDERLINED WORD REFER? Then say: NOW READ THE NEXT SENTENCE. TO WHOM DOES THE UNDERLINED WORD REFER? Continue for all items.
(a-mother; Pat, Dan, and Bob; the duck. b-turtle, Bill, Sue, frogs. c-Boys and girls, flying kites.)

11. **Distinguishes realism and fantasy.**
(Fantasy)

a. Say: LISTEN TO THE STORY I AM GOING TO READ.

A BOY SAT UNDER A TREE. HE CRIED AS HE BROKE TWIGS INTO SMALL PIECES. "I WISH I COULD PLAY WITH SOMEONE," HE SAID. JUST THEN, A FROG HOPPED ONTO HIS KNEE AND CROAKED,"I WILL PLAY WITH YOU." SO THE BOY AND THE FROG JUMPED TOGETHER AND PLAYED LEAP-FROG ALL MORNING.

Ask: IS THIS STORY REAL OR FANTASY?

b. Say: NOW LISTEN TO THE STORY I'M GOING TO READ.

MIKE TOOK HIS DOG ANGEL FOR A WALK. THEY WENT WALKING IN THE WOODS NEAR THEIR HOME. ANGEL AND MIKE SAW MANY THINGS IN THE WOODS. THEY SAW WILD ELEPHANTS, ZEBRAS, LIONS AND FROGS. ALL OF A SUDDEN ANGEL GOT LOOSE FROM MIKE AND RAN AFTER A MOUNTAIN LION. THE TWO ANIMALS HAD A FIGHT. ANGEL KILLED THE LION, BUT SHE WAS BADLY HURT.
"WE MUST GO BACK HOME," SAID MIKE. "DAD WILL KNOW WHAT TO DO."
WHEN THEY GOT HOME, DAD SAID, "WE MUST DOCTOR ANGEL."
DAD AND MIKE GAVE ANGEL A BATH. THEY WRAPPED HER CUTS. THIS MADE ANGEL VERY HAPPY. SHE FELL FAST ASLEEP.

Then ask: IS THIS STORY REAL OR FANTASY?
(Fantasy.)

12. **Distinguishes facts and opinions.**

a. Say: LISTEN TO THE SENTENCES I WILL READ ABOUT THE STORY. TELL ME WHICH ARE FACT AND WHICH ARE FICTION.

1. ANGEL WAS MIKE'S DOG.
2. THE WOODS ARE VERY DANGEROUS.
3. DAD ALWAYS KNOWS WHAT TO DO.
4. MIKE'S PET KILLED THE LION.
5. DAD AND MIKE DOCTORED THEIR PET.
6. EVERYONE WAS HAPPY AT THE END OF THE STORY.

b. Say: LISTEN TO THE STORY I AM GOING TO READ.

JANET HAD A DOG NAMED PAL. THEY WENT FOR A WALK IN THE WOODS. SUDDENLY THEY HEARD A STRANGE NOISE WHICH SOUNDED LIKE A LARGE ANIMAL. PAL BEGAN TO BARK, BUT JANET RAN OUT OF THE WOODS. PAL FOLLOWED HER.

Then say: NOW LISTEN TO THE SENTENCES I WILL READ ABOUT THE STORY. SOME OF THE SENTENCES ARE FACT AND SOME ARE OPINION. TELL ME WHICH ARE FACT AND WHICH ARE OPINION.

1. JANET'S DOG WAS NAMED PAL.
2. JANET'S DOG WAS A MALE (OR BOY) DOG.
3. THEY WALKED INTO THE WOODS.
4. THEY WENT AT NIGHT.
5. THE NOISE THEY HEARD WAS A BEAR.
6. THEY LEFT THE WOODS.
7. THEY WENT BACK THE NEXT DAY WITH JANET'S FATHER.

Level: Academic

Area: Writing

Sub-area: Braille

1. Copies words.

   Materials: braille writer, braille paper, word cards (run, baby, little, boy, girl, stop, go, cat, dog, ball, tree, up, down, book).

   Present cards to child one at a time and say: COPY THIS WORD.

2. Copies phrases using proper spacing.

   Materials: braille writer, braille paper, phrase cards (up and down, ball and bat, in the sun, on the hill).

   Say: I WANT YOU TO COPY SOME PHRASES. BE SURE TO COPY EACH ONE JUST THE WAY IT'S WRITTEN. WRITE ONLY ONE PHRASE ON EACH LINE OF YOUR PAPER. Present first phrase card to child and say: COPY THIS PHRASE ON THE FIRST LINE OF YOUR PAPER. Present other phrase cards, one at a time, and say: COPY THIS PHRASE.

3. Copies sentences, beginning each with an upper case letter, using proper spacing, and ending each with a period.

   Materials: braille writer, paper, sentence cards (The boy went up the hill; That is my toy; A cat and a dog ran fast.).

   Say: I WANT YOU TO COPY SOME SENTENCES. BE SURE TO COPY EACH SENTENCE JUST THE WAY IT'S WRITTEN. PUT ONLY ONE SENTENCE ON A LINE. Present sentences to child one at a time. If necessary, tape card to desk to prevent slipping.

4. Indents 2 spaces when writing a paragraph.

   Materials: braille writer, paper, paragraph to copy.

   Present child with a book and show him/her a paragraph. Say: I WANT YOU TO COPY THIS PARAGRAPH. Observe to see if child indents 2 spaces before writing the first word.

5. Writes whole-word contractions.

Materials: braille writer, paper.

Say: I'M GOING TO CALL OUT SOME WORDS TO YOU AND I WANT YOU TO WRITE THE WHOLE-WORD CONTRACTION FOR EACH ONE. Call out the following words, using each in a sentence: AND, AS, BUT, BY, CAN, CHILD, DO, ENOUGH, EVERY, FOR, FROM, GO, HAVE, HIS, IN, IT, JUST, KNOWLEDGE, LIKE, MORE, NOT, OF, OUT, PEOPLE, QUITE, RATHER, SHALL, SO, STILL, THAT, THE, THIS, TO, US, VERY, WAS, WERE, WHICH, WILL, WITH, YOU.

6. Writes part-word contractions.

Materials: braille writer, paper.

Say: I AM GOING TO SPELL OUT SOME PART-WORD CONTRACTIONS AND I WANT YOU TO WRITE THE CONTRACTION ON YOUR PAPER.

Say: C-H; G-H; S-H; T-H; W-H; E-D; E-R; O-U; O-W; S-T; A-R; B-L-E; I-N-G; E-N; I-N; E-A; B-B; C-O-N; C-C; D-I-S; D-D; F-F; G-G; C-O-M.

7. Writes final letter contractions. (Dots 4-6 Contractions, Dots 5-6 Contractions, and Dots 6 Contractions.).

Say: I AM GOING TO SPELL OUT SOME FINAL LETTER CONTRACTIONS. WRITE THE CONTRACTION ON YOUR PAPER.

Say: O-U-N-D; A-N-C-E; S-I-O-N; L-E-S-S; O-U-N-T; E-N-C-E; O-N-G; F-U-L; T-I-O-N; N-E-S-S; M-E-N-T; I-T-Y; A-T-I-O-N; A-L-L-Y.

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8. Writes initial-letter contractions. (Dots 5 contractions, Dots 4-5 Contractions, and Dots 4-5-6 contractions.)

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Say: I'M GOING TO CALL OUT SOME WORDS TO YOU AND I WANT YOU TO WRITE THE CONTRACTION FOR EACH ONE. Say the following words: CANNOT, CHARACTER, DAY, EVER, FATHER, HAD, HERE, KNOW, LESS, LORD, MANY, MOTHER, NAME, ONE, OUGHT, PART, QUESTION, RIGHT, SOME, SPIRIT, THEIR, THERE, THESE, THOSE, THROUGH, TIME, UNDER, UPON, WHERE, WHOSE, WORD, WORK, WORLD, YOUNG.

9. Writes punctuation signs.

Materials: braille writer, paper.

Say: I'M GOING TO SAY THE NAME OF A PUNCTUATION SIGN AND I WANT YOU TO WRITE THE SIGN. Call out the following: COMMA, SEMICOLON, COLON, PERIOD, EXCLAMATION POINT, OPENING and CLOSING PARENTHESES, OPENING BRACKET, CLOSING BRACKET, QUESTION MARK, OPENING QUOTATION MARK, CLOSING QUOTATION MARK,OPENING INNER QUOTATION MARK, CLOSING INNER QUOTATION MARK, APOSTROPHE, HYPHEN, DASH, DOUBLE DASH, ASTERISK, ELLIPSIS.

10. Writes special braille composition signs.

Materials: same.

Say: WE HAVE SOME SPECIAL COMPOSITION SIGNS IN BRAILLE. I AM GOING TO SAY THE NAME OF THE SIGN AND I WANT YOU TO WRITE IT. Say: NUMBER SIGN, ACCENT SIGN, ITALIC SIGN, DOUBLE ITALIC SIGN, LETTER SIGN, CAPITAL SIGN, DOUBLE CAPITAL SIGN, TERMINATION SIGN.

11. Writes abbreviations.

Say: I WILL SAY A WORD AND I WANT YOU TO WRITE ITS ABBREVIATION IN BRAILLE. Say: CENTS, DITTO, DOLLARS, FEET, GALLONS, HOURS, INCHES, METERS, MILES, MINUTES, OUNCES, PAGES, PARAGRAPH, PER CENT, PINTS, POUNDS, QUARTERS, QUARTS, SECONDS, TONS, VOLUME, VERSE, YARD.

12. Writes short-form words.

Materials: braille writer, paper.

There are 76 short-form words. A list can be found on page 87 of Transcriber's Guide to English Braille by Bernard Krebs. The child's knowledge of these words should be assessed at the end of the Early Childhood Program before going to the middle grades.

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Level: Academic

Area: Writing

Sub-area: Print

1. Copies words.

   Materials: word cards, paper, pencil.

   Prepare the following word cards from Dolch word list using felt-tip marker:

   Give cards to child one at a time and say: COPY THIS WORD ON YOUR PAPER. RUN, BABY, LITTLE, BOY, GIRL, STOP, GO, CAT, DOG, BALL, TREE, UP, DOWN, BOOK.

2. Copies phrases using proper spacing.

   Materials: phrase cards (up and down, ball and bat, in the sun, on the hill).

   Say: I WANT YOU TO COPY SOME PHRASES. BE SURE TO LEAVE A SPACE AT THE END OF EACH WORD. WRITE ONLY ONE PHRASE ON EACH LINE OF YOUR PAPER. Present first phrase card to child and say: COPY THIS PHRASE ON THE FIRST LINE OF YOUR PAPER. Present other phrase cards, one at a time and say: NOW COPY THIS PHRASE.

3. Copies sentences, beginning each with an upper case letter, using proper spacing, and ending each with a period.

   Materials: paper, pencil, sentence cards (The boy went up the hill; That is my toy; A cat and a dog ran fast.).

   Say: I WANT YOU TO COPY SOME SENTENCES. BE SURE TO COPY THEM JUST THE WAY THEY'RE WRITTEN. Present sentence cards one at a time.

4. Copies upper and lower case letters of alphabet in cursive.

   Materials: paper, pencil, model of cursive alphabet.

   Place the model in front of the child. Say: I WANT YOU TO COPY THE UPPER CASE LETTERS OF THE ALPHABET IN CURSIVE WRITING. When child has stopped, say: NOW COPY THE LOWER CASE LETTERS OF THE ALPHABET.

5. Writes upper and lower case cursive letters without assistance.

   Materials: paper, pencil.

   Say: I WANT YOU TO WRITE ALL THE UPPER CASE LETTERS OF THE ALPHABET IN CURSIVE. When child has stopped, say: NOW WRITE ALL THE LOWER CASE LETTERS OF THE ALPHABET.

6. Writes punctuation marks.

   Materials: paper, pencil.

   Say: I AM GOING TO SAY THE NAME OF A PUNCTUATION MARK AND I WANT YOU TO WRITE IT ON YOUR PAPER.
   Say: COMMA, SEMICOLON, COLON, PERIOD, EXCLAMATION POINT, OPENING PARENTHESIS, CLOSING PARENTHESIS, QUESTION MARK, OPENING QUOTATION MARKS, CLOSING QUOTATION MARKS, APOSTROPHE, HYPHEN, DASH, OPENING INNER QUOTATION MARK, CLOSING INNER QUOTATION MARK.

Level: Academic

Area: Spelling

1. Spells words when dictated

Say: LISTEN CAREFULLY TO THE WORDS I'M GOING TO SAY. I WANT YOU TO SPELL THEM FOR ME. DO YOUR BEST TO SPELL EACH WORD. Say the word, use it in a sentence, then repeat the word.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
a	door	carry	mile	language
boy	two	great	alone	office
and	dog	friend	gray	building
you	where	catch	push	tight
mother	sleep	pencil	early	highway
want	black	anything	truck	pure
big	found	learn	fifty	freedom
house	white	upon	clown	mature
play	cold	eight	really	voice
said	today	never	doctor	grown
	story	being	visit	zone
	blue	which	burn	invite
	many	once	wrong	absent
	give	hundred	surprise	steam
	where	should	neck	mainly
		move	hunter	thin
		street	busy	cute
		winter	address	pitch
		dark	cream	awful
		fruit	poem	huge

Level: Academic

Area: Communication

Sub-area: Language Usage

1. Uses complete sentences when speaking.

   Say: I'M GOING TO ASK YOU A QUESTION. I WANT YOU TO ANSWER IT WITH A COMPLETE SENTENCE. FOR EXAMPLE, IF I SAY "_____, DO YOU LIVE IN A CITY?, HOW WOULD YOU ANSWER? Say GOOD or NO, YOU WOULD ANSWER "YES (NO), I (DON'T) LIVE IN A CITY". NOW TRY THESE.
   DO YOU HAVE A PET?
   WHERE DO YOU GO TO SCHOOL?
   DO YOU HAVE A SPECIAL FRIEND?
   WHAT FOOD DON'T YOU LIKE?

2. Uses capitals.

   a. Materials: paper, pencil or brailler, and worksheet 43a

      Say: SOME WORDS SHOULD BE WRITTEN WITH A CAPITAL LETTER. READ THESE WORDS AND WRITE THEM OVER CORRECTLY. (John Greene, Miss Hill, Lassie, Mrs. Hobbs, Mary Brown).

   b. Materials: paper, pencil or brailler, and worksheet 43b

      Say: NOW READ THESE SENTENCES AND WRITE THEM OVER CORRECTLY. (All sentences should begin with a capital letter.)

   c. Materials: paper, pencil or brailler, and worksheet 43c.

      Say: NOW READ THESE ADDRESSES AND WRITE THEM OVER CORRECTLY. (All words should begin with a capital letter.)

3. Uses and names parts of a letter.

   Materials: paper and pencil or brailler.

   Say: LETTER WRITING IS VERY IMPORTANT. PRETEND YOU GOT A GIFT FROM SOMEONE AND YOU WANT TO WRITE A THANK YOU LETTER TO HIM (OR HER). LET ME SEE YOU WRITE THE LETTER IN THE CORRECT WAY. (Letter should include: 1) return address and date, 2) name and address of recipient, 3) salutation, 4) body, and 5) signature.)

4. Uses punctuation.

Materials: pencil or brailler, worksheet 44

Say: SENTENCES SHOULD HAVE THE CORRECT PUNCTUATION. LOOK AT THESE SENTENCES AND PUT IN THE CORRECT PUNCUATION.
(1-?/ 2-./ 3-?/ 4-. or !/ 5-. or !)

5. Answers telephone.

Materials: Play or disconnected telephone.

Say: HERE IS A TELEPHONE. MAKE BELIEVE I AM CALLING AND YOU ANSWER. Mimic putting a phone next to your ear and say: MAKE BELIEVE THE PHONE IS RINGING NOW. YOU PICK IT UP AND TALK. If child says "hello", say: MAY I SPEAK TO YOUR MOTHER (OR FATHER) PLEASE.
(Child should provide an appropriate response, such as, "Wait one minute", or "She's not here".)

6. Performs introductions.

Say: LET'S PRETEND A NEW FRIEND CAME HOME WITH YOU FROM SCHOOL. YOUR MOTHER (OR FATHER) HAS NEVER MET YOUR FRIEND. INTRODUCE YOUR FRIEND TO YOUR MOTHER (OR FATHER).
(Appropriate response is, for example, "Mother (of father) this is my friend Amy Brown". or another response that makes the child's identity and reason for being there known to the parent.)
NOW PRETEND YOU ARE INTRODUCING YOUR SCHOOL PRINCIPAL TO A NEW CHILD IN SCHOOL. THE BOY'S NAME CAN BE BILL SMITH. WHAT WOULD YOU SAY?
(Appropriate response is, for example, "Mr. (or Mrs.) _____, this is Bill Smith. He's new in school" or another response that let's the principal know who the child is and that he's new in school.)

7. Use verbs appropriately.

Materials: Worksheet 45

Say: LOOK AT THESE SENTENCES. READ THEM AND CHOOSE THE WORD THAT MAKES THE SENTENCE CORRECT. LET'S DO THE FIRST ONE TOGETHER. WHICH IS CORRECT: SUE SEE A YELLOW HORSE OR SUE SAW A YELLOW HORSE. Say: GOOD, THEN CIRCLE SAW or NO, SUE SAW A YELLOW HORSE. CIRCLE SAW. NOW DO THE OTHERS BY YOURSELF.
(saw, are, came, did, went, has come, have gone.)

6. Uses pronouns.

Materials: Worksheet 46

Say: LOOK AT THESE SENTENCES. CHOOSE THE WORD THAT MAKES THE SENTENCE CORRECT. (I, You-me, He-I, She-I)

Level: Academic

Area: Math

Sub-area: Sets

1. Identifies the number of objects in a set (0 to 10).

   Materials: work tray, 10 cubes.

   Place 5 cubes on the tray. Say: COUNT THE CUBES AND TELL ME HOW MANY THERE ARE. Continue presenting sets in the following order: 2, 9, 0, 3, 10, 8, 1, 7, 4, 6.

2. Identifies equivalent and non-equivalent sets up to 10.

   Materials: 10 cubes.

   Arrange 2 sets of cubes - one with 7 and one with 3. Point to the set of 7. Ask: ARE THERE MORE BLOCKS IN THIS SET, LESS BLOCKS IN THIS SET, OR ARE BOTH SETS THE SAME? (more)

   Place 2 sets of 5 blocks in front of student. Point to one set. Ask: ARE THERE MORE BLOCKS HERE, LESS BLOCKS HERE, OR ARE BOTH SETS THE SAME? (the same)

   Place 2 sets of blocks in front of child, one with 6 blocks and one with 4. Point to the set of 4. Ask: DOES THIS SET HAVE MORE BLOCKS , LESS BLOCKS, OR ARE BOTH SETS THE SAME? (less)

   Place 2 sets of blocks before child, one containing 8 and one containing 2. Point to the set of 8. Ask: DOES THIS SET HAVE MORE BLOCKS, LESS BLOCKS, OR ARE BOTH SETS THE SAME? (more)

   Place 2 sets of 4 blocks before child. Point to one and ask: DOES THIS SET HAVE MORE BLOCKS, LESS BLOCKS, OR ARE BOTH SETS THE SAME? (the same)

   Place 2 sets of blocks before the student, one containing 4 and one containing 5. Point to set of 4 and Ask: DOES THIS SET HAVE MORE BLOCKS, LESS BLOCKS, OR ARE BOTH SETS THE SAME? (less)

3. Finds the sum of objects in two sets up to 10.

Materials: 10 cubes

Place two sets of 1 cube each in front of the child. Say: WHEN YOU ADD THESE TWO SETS TOGETHER, WHAT IS THE SUM? Continue with presenting sets in the following order: 2-3, 4-4, 1-2, 2-4, 4-5, 1-3, 2-5, 4-6, 1-4, 2-6, 5-5, 1-5, 2-7, 2-8, 1-7, 3-3, 1-8, 3-4, 1-9, 3-5, 2-1, 3-6, 2-2, 3-7.

4. Identifies subsets within a set.

Materials: 4 sheets of paper, 5 pencils, 2 erasers.

Place materials in front of child and say: THIS IS A SET OF THINGS WE USE FOR WRITING. NAME THREE SUBSETS IN THIS WRITING MATERIALS SET.

5. Finds equal parts of a set of objects.

Materials: 12 cubes

Arrange in 2 rows of 6. Ask: HOW MANY EQUAL SUBSETS ARE IN THIS SET OF 12 BLOCKS? (2 or 6)

Arrange in 3 rows of 4 and ask: HOW MANY EQUAL SUBSETS ARE IN THIS SET OF 12 BLOCKS? (3 or 4)

Arrange in 6 rows of 2 and ask the same question. (6 or 2)

6. Identifies finite and infinite sets.

Ask: WHAT IS THE NUMBER OF THE SET OF FINGERS YOU HAVE? IS IT A FINITE SET? (yes)

Then say: I AM GOING TO DESCRIBE SOME SETS TO YOU. YOU TELL ME IF THE SET IS FINITE OR INFINITE.

1. The set of letters in the alphabet. (finite)
2. The set of sides on a square. (finite)
3. The set of all the numbers greater than 100. (infinite)
4. The set of all the shapes that someone can draw. (infinite)

Level: Academic

Area: Math

Sub-area: Numbers and Numerals

1. Counts by ones to 100.

   Say: COUNT TO 100.

2. Counts by tens to 100.

   Say: COUNT TO 100 BY 10'S.

3. Counts by fives to 100.

   Say: COUNT TO 100 BY 5'S.

4. Counts by twos to 20.

   Say: COUNT TO 20 BY TWOS.

5. Read number words and writes corresponding numerals (1-10).

   Materials: Flashcards in print or braille with number words from one to ten, paper, pencil or brailler.

   Show student a set of braille or print flashcards of number words in random order one at a time. Say: WRITE THE NUMERAL THAT GOES WITH THIS WORD.

6. Writes number names for numerals (1-10).

   Materials: paper, pencil or brailler.

   Say: I'M GOING TO SAY A NUMBER AND I WANT YOU TO WRITE THE WORD FOR THAT NUMBER. WRITE THE WORD FOR TWO: SIX: NINE: FIVE: ONE: EIGHT: THREE: FOUR: SEVEN: TEN.

7. Supplies missing numbers to 100.

Materials: worksheet 47, pencil or brailler.

Say: READ THESE NUMERALS. WHEN YOU COME TO A BLANK SPACE, WRITE THE NUMERAL THAT SHOULD GO IN THE SPACE. LET'S DO THE FIRST ONE TOGETHER. WHAT NUMBER SHOULD GO IN THE FIRST BLANK SPACE? Say: GOOD or FOUR GOES IN THE SPACE SINCE THE NUMERAL BEFORE IT IS THREE. NOW DO THE OTHERS BY YOURSELF.

(4; 7; 22; 70; 83)

8. Supplies number that comes before and after a given number to 100.

Say: I'LL SAY A NUMERAL. YOU TELL ME WHAT COMES BEFORE THAT NUMERAL: THEN TELL ME WHAT MY NUMERAL IS; AND WHAT COMES AFTER IT. FOR EXAMPLE, IF I SAY '5', YOU SHOULD SAY 4,5,6. NOW LET'S BEGIN THE GAME. Say: 9, 17, 21, 29, 34, 40, 48, 53, 61, 72, 79, 85, 88, 90, 99.

9. Sequences three consecutive numbers through 200.

Materials: worksheet 48.

Say: THERE ARE THREE NUMERALS ON THIS LINE. Point to the numerals on the first line of the worksheet. Say: TELL ME THESE NUMERALS IN ORDER. Continue without providing feedback. Say: NOW DO THE NEXT ONE. Stop after 3 incorrect responses.

(25; 26; 27; 43; 44; 45; 98; 99; 100; 105; 106; 107; 186; 187; 188)

10. Recognizes even and odd numbers.

a. Materials: worksheet 49, pencil or brailler.

Say: LOOK AT THESE NUMBERS. Point to top half of worksheet 45. UNDERLINE ALL THE ODD NUMBERS.

(1; 7; 17; 19; 25; 27; 31; 37; 39; 41)

b. Materials: worksheet 45, pencil or brailler.

Say: LOOK AT THESE NUMBERS. Point to bottom half of worksheet 45. UNDERLINE ALL THE EVEN NUMBERS.

(2; 4; 12; 16; 20; 30; 34; 40; 46; 50; 52)

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11. Identifies place values for ones and tens.

Materials: flashcards in print or braille of numerals 26, 11, 20, 33.

Present the flashcard with 26. Point to the 6 and ask: IS THIS THE TENS PLACE OR THE ONES PLACE? Say: GOOD or NO, THIS IS THE ONES PLACE. NOW LET'S TRY THIS ONE. Show the child a flashcard containing the numeral 11. Point to the 1 on the left and ask: IS THIS THE TENS PLACE OR THE ONES PLACE? Go on to the next card without providing feedback. Show the child a flashcard of the numeral 20. Point to the 0 and ask: IS THIS THE ONES PLACE OR THE TENS PLACE? Show the child a flashcard of the numeral 33 and point to the 3 on the left asking: IS THIS THE TENS PLACE OR THE ONES PLACE?

(26-ones; 11-tens; 20-ones; 33-tens)

12. Writes expanded notations for short form numerals up to 20.

Materials: Paper and pencil or brailler.

Say: YOU KNOW THAT THE EXPANDED NOTATION FORM OF 11 IS 10 + 1. WRITE THE EXPANDED NOTATION FORM OF THE NUMERALS 11 THROUGH 20.

(10+1; 10+2; 10+3; 10+4; 10+5; 10+6; 10+7; 10+8; 10+9;20+0)

13. Identifies place values for ones and tens and hundreds.

Materials: flashcards in print or braille of numerals 169, 121, 108.

Show the child the flashcard of the numeral 169. Point to the 6 and ask: IS THIS THE HUNDREDS PLACE, THE TENS PLACE, OR THE ONES PLACE? Say: GOOD or NO, THIS IS THE TENS PLACE. NOW TRY THE NEXT ONE. Show the child a flashcard of the numeral 121. Point to the 1 on the left and ask: IS THIS THE HUNDREDS PLACE, THE TENS PLACE, OR THE ONES PLACE? Go to the next one without providing feedback. Show the child a flashcard of the numeral 108. Point to the 8 and ask: IS THIS THE HUNDREDS PLACE, THE TENS PLACE, OR THE ONES PLACE?

(169-tens; 121-hundreds; 108-ones)

14. Writes expanded notation for short form numbers up to 100.

Materials: worksheet 50, paper and pencil or brailler.

Say: LOOK AT THESE NUMBERS. Point to 25 on the worksheet. YOU KNOW THAT THE EXPANDED NOTATION FORM OF 25 IS 20 + 5. WRITE ALL THE NUMBERS IN EXPANDED NOTATION FORM.

(49=40+9; 92=90+2; 87=80+7; 33=30+3; 64=60+4)

15. Identifies place values for ones, tens, hundreds, and thousands.

Materials: flashcards in print or braille of numerals 1,272, 1,084; 1,931; 1,121.

Show child a flashcard of the numeral 1,272. Point to the 2 on the right and ask: IS THIS THE THOUSANDS PLACE, THE HUNDREDS PLACE, THE TENS PLACE, OR THE ONES PLACE? Say: GOOD or, NO, THIS IS THE ONES PLACE. NOW LET'S TRY THE NEXT ONE. Show the child a flashcard of the numeral 1,084. Point to the zero and ask: IS THIS THE THOUSANDS PLACE, THE HUNDREDS PLACE, THE TENS PLACE OR THE ONES PLACE? Go to the next one without providing feedback. Show child a flashcard of the numeral 1,931. Point to the 1 on the left and ask: IS THIS THE THOUSANDS PLACE, THE HUNDREDS PLACE, THE TENS PLACE, OR THE ONES PLACE? Go to the next one. Show child flashcard of the numeral 1,121. Point to the 2 and ask: IS THIS THE THOUSANDS PLACE, THE HUNDREDS PLACE, THE TENS PLACE, OR THE ONES PLACE?

(1,272=ones; 1,084=hundreds; 1,931=thousands; 1,121=tens)

16. Writes expanded notation of short form numbers up to 1000.

Materials: worksheet 51, paper and pencil or brailler.

Say: YOU KNOW THAT THE WAY TO WRITE THE NUMBER TWO HUNDRED FIFTY-THREE IN EXPANDED NOTATION FORM IS 200 + 50 + 3. Point to 253 on the worksheet. Say: WRITE THESE NUMBERS IN EXPANDED NOTATION FORM. Point to other numbers.

(692=600+90+2; 548=500+40+8; 376=300+70+6; 798=700+80+9; 901=900+1)

17. Reads number names and writes corresponding numerals to 1000.

Materials: flashcards in print or braille of the following number words: one hundred fifty seven, six hundred three, three hundred forty-one, nine hundred twenty-nine, four hundred eighty-six, and one thousand; paper and pencil or brailler.

Show student flashcards one at a time and say: WRITE THE NUMERAL FOR THIS WORD ON YOUR PAPER.

(157; 603; 341; 929; 486; 1000)

18. Knows numbers to 1000 in order.

Say: COUNT FOR ME BEGINNING WITH 295. STOP AT 310. Terminate here if the child cannot do it with prompting. Otherwise say: COUNT FOR ME BEGINNING WITH 640. STOP AT 660. Then say: COUNT FOR ME BEGINNING WITH 880. STOP AT 915. Then say: COUNT FOR ME BEGINNING WITH 990. STOP AT 1000.

19. Knows relationship between ordinal (1st through 31st) and cardinal numbers.

Say: IF THERE ARE 27 CHILDREN IN A LINE, WHICH CHILD WOULD BE THE LAST? (twenty-seventh)
IF THE 22nd PERSON IN LINE GETS A PRIZE, HOW MANY PEOPLE WOULD YOU HAVE TO COUNT TO SEE WHO GETS THE PRIZE? (22)
WHAT'S THE WORD THAT GOES WITH THE NUMBER 20? (twentieth)

Level: Academic

Area: Math

Sub-area: Arithmetic Operations - Addition

1. Identifies plus (+) and equal (=) signs.

   Materials: Worksheet 52

   Pointing to the equal sign in the example on the page, ask: WHAT IS THE NAME OF THIS SIGN? Repeat for plus sign. Then ask: WHICH SIGN SAYS TO ADD? (+)
   WHICH SIGN SAYS TO PUT SETS TOGETHER. (+)
   WHICH SIGN MEANS "THE SAME AS"? (=)

2. Identifies addends and sums within specific problems.

   Materials: Worksheet 52

   Pointing to the first problem on the page, say: WHAT ARE THE ADDENDS IN THIS PROBLEM? (3; 5; 2; 7; 5; 2; 6; 6)
   WHAT IS THE SUM OF THIS PROBLEM? (8; 9; 7; 12)

   Continue in same manner for all problems.

3. Writes equations in horizontal and vertical forms.

   Materials: Paper, pencil or brailler.

   Say: I AM GOING TO CALL OUT SOME MATH FACTS FOR YOU. I WANT YOU TO WRITE THEM IN HORIZONTAL FORM OR ACROSS THE PAPER: 3 + 5 = 8; 2 + 7 = 9;
   NOW I WANT YOU TO WRITE THESE IN VERTICAL FORM OR DOWN THE PAGE IN COLUMNS:

$$\begin{array}{r} 2 \\ +4 \\ \hline 6 \end{array} \qquad \begin{array}{r} 1 \\ +7 \\ \hline 8 \end{array}$$

4. Adds two one-digit numbers (sums between 1 and 10).

Materials: Worksheet 53 and pencil and brailler.

Pointing to the first problem say: LOOK AT THIS PROBLEM AND WRITE THE SUM. Continue in same manner for all problems. Say: DO THE OTHERS ON YOUR OWN NOW.

5. Knows basic addition facts (0-5).

Say to child: I AM GOING TO TELL YOU SOME MATH PROBLEMS. YOU TELL ME THE SUM. HOW MUCH IS ONE PLUS ONE?
Continue in the following order: 0 + 0, 3 + 2, 2 + 1, 3 + 1, 4 + 1, 3 + 0, 4 + 0, 2 + 2, 0 + 5.

6. Adds three one-digit numbers.

Materials: Worksheet 54, pencil or brailler.

Give child worksheet. Say: ADD THESE NUMBERS.
(3+4+8=15; 4+3+7=14; 5+1+4=10; 6+2+9=17; 4+4+8=16; 4+3+5=12; 5+2+6=13)

7. Knows number facts from 6-10.

Say: I AM GOING TO SAY SOME MATH PROBLEMS. YOU TELL ME THE SUM. Ask: HOW MUCH IS FOUR PLUS FOUR?
Continue in the following order: 3 + 4, 6 + 2, 7 + 1, 8 + 2, 5 + 3, 4 + 5, 5 + 5, 9 + 0, 8 + 1.

8. Adds two one-digit numbers (sum more than 10).

Materials: Worksheet 55 and pencil or brailler.

Give child worksheet. Say: ADD THESE NUMBERS.

9. Adds a one-digit and a two-digit number (no renaming).

Materials: Worksheet 56 and pencil or brailler.

Give child worksheet. Say: ADD THESE NUMBERS.

10. Adds tens to 100.

Materials: Worksheet 57 and pencil or brailler.

Give child worksheet. Say: ADD THESE NUMBERS.

11. Adds two two-digit numbers (no renaming).

Materials: Worksheet 58, pencil or brailler.

Give child worksheet. Say: ADD THESE NUMBERS.

12. Adds 100's (no renaming).

Materials: Worksheet 59, pencil or brailler.

Give child worksheet. Say: ADD THESE NUMBERS.

13. Adds a one-digit number and a two-digit number (renaming).

Materials: Worksheet 60, pencil or brailler.

Give child worksheet. Say: ADD THESE NUMBERS.

14. Adds two two-digit numbers (renaming).

Materials: Worksheet 61, pencil or brailler.

Give child worksheet. Say: ADD THESE NUMBERS.

15. Adds three two-digit numbers (no renaming).

Materials: Worksheet 62, pencil or brailler.

Give child worksheet. Say: ADD THESE NUMBERS.

16. Adds three two-digit numbers (renaming).

Materials: Worksheet 63, pencil or brailler.

Give child worksheet. Say: ADD THESE NUMBERS.

17. Adds two four-digit numbers (no renaming).

Materials: Worksheet 64, pencil or brailler.

Give child worksheet. Say: ADD THESE NUMBERS.

18. Adds two four-digit numbers (renaming).

Materials: Worksheet 65, pencil or brailler.

Give child worksheet.

19. Solves one-step word problems at each addition level with or without reading assistance.

Materials: Worksheet 66 a,b,c,d,e,f, paper, pencil, or appropriate device.

Point to problem 1 on worksheet. Say: READ THIS WORD PROBLEM AND TELL ME THE ANSWER. Repeat with other problems. Stop after 2 incorrect responses.
(5; 8; 15; 16; 32; 70; 99; 500; 32; 86; 69; 79; 5799; 7010)

20. Solves two-step word problems at each addition level, with or without assistance.

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Materials: Worksheet 67 a,b,c, paper, pencil or brailler.

Point to problem 1 on worksheet and say: READ THIS WORD PROBLEM AND TELL ME THE ANSWER. Stop after 2 incorrect responses.
(Tim; Bill; the girls; blue team; no)

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Level: Academic

Area: math

Sub-area: Arithmetic Operations - Subtraction

1. Identifies minus (-) sign.

   Materials: Worksheet 68.

   Point to minus sign in problem 1 on worksheet. Say: WHAT SIGN IS THIS? WHAT DOES THIS SIGN TELL YOU TO DO?

2. Reads equations using minus or take away.

   Materials: Worksheet 68.

   Say: READ THE EQUATIONS ON THE WORKSHEET.

3. Writes equations horizontally and vertically.

   Materials: paper, pencil or brailler.

   Say: WRITE 4 - 2 = 2 ON YOUR PAPER TWO DIFFERENT WAYS: GOING ACROSS AND THEN IN COLUMNS.

4. Knows basic subtraction facts (0-5).

   Say: I AM GOING TO TELL YOU SOME MATH PROBLEMS. YOU TELL ME THE ANSWER. Ask: HOW MUCH IS THREE MINUS ONE? Continue in the following order: 2 - 1, 5 - 3, 1 - 0, 4 - 1, 4 - 2, 5 - 1, 1 - 1, 3 - 2, 5 - 2, 2 - 2, 5 - 4, 4 - 3, 4 - 4, 5 - 0.

5. Knows subtraction facts (6-10).

   Say: I AM GOING TO TELL YOU SOME MATH PROBLEMS. YOU TELL ME THE ANSWER. Ask: HOW MUCH IS SIX MINUS ONE? Continue in the following order: 7 - 3, 6 - 0, 9 - 5, 7 - 4, 8 - 6, 10 - 4, 7 - 6, 8 - 1, 9 - 7, 9 - 4, 6 - 3, 10 - 5, 9 - 0, 7 - 5, 10 - 1, 10 - 2, 8 - 4, 9 - 3, 10 - 7, 8 - 8, 6 - 4, 6 - 5, 9 - 1.

6. Knows basic subtraction facts (10-18).

Say: I AM GOING TO TELL YOU SOME MATH PROBLEMS. YOU TELL ME THE ANSWER. Ask: HOW MUCH IS ELEVEN MINUS ONE? Continue in the following order: 12 - 9, 12 - 6, 14 - 9, 17 - 5, 11 - 4, 13 - 7, 14 - 7, 16 - 8, 11 - 5, 14 - 6, 17 - 8, 16 - 9, 15 - 8, 12 - 4, 13 - 9, 12 - 8, 18 - 9.

7. Subtracts tens up to 90.

Materials: Worksheet 69, pencil or brailler.

Give child worksheet. Say: SUBTRACT THESE NUMBERS.

8. Subtracts a one-digit number from a two-digit number (no renaming).

Materials: Worksheet 70, pencil or brailler.

Give child worksheet. Say: SUBTRACT THESE NUMBERS.

9. Subtracts two two-digit numbers (no renaming).

Materials: Worksheet 71, pencil or brailler.

Give child worksheet. Say: SUBTRACT THESE NUMBERS.

217 10. Subtracts a one-digit number from a two-digit number (renaming).

Materials: Worksheet 72, pencil or brailler.

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Give child worksheet. Say: SUBTRACT THESE NUMBERS.

11. Subtracts a two-digit number from a two-digit number (renaming).

Materials: Worksheet 73, pencil or brailler.

Give child worksheet. Say: SUBTRACT THESE NUMBERS.

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12. Subtracts a three-digit number from a three-digit number (no renaming).

Materials: Worksheet 74 and pencil or brailler.

Give child worksheet. Say: SUBTRACT THESE NUMBERS.
(211; 611; 242; 152; 105; 310; 100; 421; 423; 230)

13. Subtracts a two-digit number from a three-digit number (renaming).

Materials: Worksheet 75 and pencil or brailler.

Give child worksheet. Say: SUBTRACT THESE NUMBERS.
(656; 596; 813; 329; 595; 289; 890; 487; 407; 876)

14. Subtract a three-digit number from a three-digit number (renaming).

Materials: Worksheet 76 and pencil or brailler.

Give child worksheet. Say: SUBTRACT THESE NUMBERS.
(289; 189; 485; 256; 186; 186; 98; 787; 369; 139)

15. Subtract a two-digit number from an even hundreds number.

Materials: Worksheet 77 and pencil or brailler.

Give child worksheet. Say: SUBTRACT THESE NUMBERS.
(111; 576; 424; 861; 753; 147; 34; 301; 651; 267)

16. Solves one-step word problems at each subtraction level, with or without reading assistance.

Materials: Worksheet 78 a&b and pencil or appropriate device.

Give worksheet to child and say: READ THESE PROBLEMS AND TELL ME THE ANSWERS.
(3; 20; 25; 28; 3903)

17. Solves two-step word problems at each subtraction level, with or without reading assistance.

Materials: Worksheet 79 and pencil or appropriate device.

Give worksheet to child and say: READ THE PROBLEMS AND TELL ME THE ANSWERS.
(5; 37; hat and coat)

Level: Academic

Area: Math

Sub-area: Arithmetic Operations - Multiplication

1. Identifies multiplication (x) sign.

   Materials: Worksheet 80.

   Point to the multiplication sign in problem 1 on worksheet. Say: WHAT SIGN IS THIS? WHAT DOES THIS SIGN TELL YOU TO DO? READ THIS EQUATION TO ME.

2. Multiplies a one digit number by 2.

   Materials: Worksheet 80.

   Give child worksheet. Say: MULTIPLY THESE NUMBERS.

3. Multiplies a one digit number by 3.

   Materials: Worksheet 81.

   Give child worksheet. Say: MULTIPLY THESE NUMBERS.

4. Multiplies a one digit number by 4.

   Materials: Worksheet 82.

   Give child worksheet. Say: MULTIPLY THESE NUMBERS.

5. Multiplies a one digit number by 5.

   Materials: Worksheet 83.

   Give child worksheet. Say: MULTIPLY THESE NUMBERS.

6. Multiplies a one digit number by 6.

Materials: Worksheet 84

Give child worksheet. Say: MULTIPLY THESE NUMBERS.

7. Multiplies a one digit number by 7

Materials: Worksheet 85

Give child worksheet. Say: MULTIPLY THESE NUMBERS.

8. Multiplies a one digit number by 8.

Materials: Worksheet 86

Give child worksheet. Say: MULTIPLY THESE NUMBERS.

9. Multiplies a one digit number by 9.

Materials: Worksheet 87

Give child worksheet. Say: MULTIPLY THESE NUMBERS.

10. Identifies identity elements of 0 and 1.

Materials: Worksheet 88

Give child worksheet. Say: MULTIPLY THESE NUMBERS.

11. Given a product and one of the factors, the student supplies the missing factor.

Materials: Worksheet 89.

Give child worksheet. Say: FILL IN THE MISSING FACTOR IN THESE PROBLEMS.

(6x1; 3x4; 7x5; 7x6; 8x4; 3x8; 9x9; 5x5; 6x4; 8x6]

12. Multiplies a two-digit number by a one-digit number (no remaining).

Materials: Worksheet 90.

Give child worksheet. Say: MULTIPLY THESE NUMBERS.
(36; 20; 28; 88; 55; 69; 86; 84; 96; 88)

13. Multiplies a two-digit number by a one-digit number renaming ones.

Materials: Worksheet 91.

Give child worksheet. Say: MULTIPLY THESE NUMBERS.
(52; 60; 60; 92; 72; 98; 75; 96; 71; 36)

14. Multiplies a two-digit number by a one-digit number renaming tens.

Materials: Worksheet 92.

Give child worksheet. Say: MULTIPLY THESE NUMBERS.
(172; 210; 180; 152; 312; 518; 175; 656; 171; 192)

15. Solves a one-step word problem at each multiplication level with or without reading assistance.

Materials: Worksheet 93.

Say: READ THESE PROBLEMS AND TELL ME THE ANSWERS.
(12; 40)

Level: Academic

Area: Math

Sub-area: Arithmetic Operations - Division

1. Divides even sets into two equal sets.

   Materials: Worksheet 94.

   This worksheet has sets of dots in circles. Point to them or place child's hand on the page. Indicate the circle on the left and say: DIVIDE THIS SET INTO 2 EQUAL SETS. HOW MANY WILL BE IN EACH SET NOW? (2) Repeat with center figure and then with figure on right. (5; 4)

2. Identifies division (÷) sign.

   Materials: Worksheet 95.

   Point to problem #1 on worksheet. Ask: WHAT SIGN IS THIS? WHAT DOES THIS SIGN TELL YOU TO DO?

3. Reads equations which have division sign.

   Materials: Worksheet 95.

   Say: READ THE EQUATIONS ON THE WORKSHEET.

4. Divides through 5 with no remainder.

   Materials: Worksheet 96, pencil or brailler.

   Give child worksheet.

(2 10
  3 8
  4 6
  7 4
 11 5
  9 9)

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5. **Divides through 9 with no remainder.**

   Materials: Worksheet 97, pencil or brailler.

   Give child worksheet.

   (4 3
   7 3
   7 2
   3 5
   5 6
   8 8)

6. **Divides a two-digit number by a one-digit number with no remainder.**

   Materials: Worksheet 98, pencil or brailler.

   Give child worksheet.

   (41 21
   11 10
   11 12
   32 21
   34 32)

7. **Divides a two-digit number by a one-digit number with remainder.**

   Materials: Worksheet 99, pencil or brailler.

   Give child worksheet.

   (42R1 21R2
   23R3 10R2
   11R2 7R4
   31R2 21R1
   33R1 33R1)

8. **Solves one-step word problems at each division level with or without reading assistance.**

   Materials: Worksheet 100 a,b, paper and pencil or appropriate device.

   Place worksheet in front of child. Say: READ THESE PROBLEMS AND TELL ME THE ANSWER.

   (6; 6; 15; 14R1)

Level: Academic

Area: Math

Sub-area: Measurement - Linear

1. Identifies ruler and yardstick.

   Materials: ruler, yardstick, (braille markings for braille students)

   Give student the ruler and ask: WHAT IS THIS? Give student the yardstick and ask: WHAT IS THIS?

2. Identifies markings on ruler and yardstick.

   Materials: ruler, yardstick (braille markings for braille students)

   a. Point to the inch line (print) or put braille students' finger on raised inch line. Move your finger and students finger to the next inch line. Say: WHAT DO THESE LINES MARK? (inches)
   b. Point to half-inch line or put braille student's finger on raised half-inch line. Show student that this is between inch markings. Ask: WHAT DOES THIS LINE MARK? (half-inches)

   c. Point to fourth-inch line or put student's finger on raised fourth-inch line. Show student that this line is between inch line and half-inch line. Ask: WHAT DOES THIS LINE MARK?(quarter or fourth inches)

3. Measures with ruler to the inch.

   Materials: Worksheet 101 and ruler.

   Give the worksheet and ruler to the student and say: MEASURE EACH ONE OF THESE LINES AND TELL ME HOW LONG EACH LINE IS.

4. Measures with ruler to half-inch.

   Materials: Worksheet 102 and ruler.

   Give the worksheet and ruler to student and say: MEASURE EACH ONE OF THESE LINES AND TELL ME HOW LONG EACH LINE IS.

5. **Measures with ruler to fourth-inch.**

Materials: Worksheet 103 and ruler.

Give the worksheet and ruler to student and say: MEASURE EACH ONE OF THESE LINES AND TELL ME HOW LONG EACH LINE IS.

6. **Knows relationship between inches and feet, feet and yards.**

Ask: HOW MANY INCHES ARE IN A FOOT? (12)
HOW MANY FEET ARE IN A YARD? (3)
HOW MANY INCHES ARE IN A YARD? (36)

7. **Constructs lines of specified length up to 12 inches.**

Materials: ruler, braille ruler, raised line drawing kit, paper.

Give braille students the raised line drawing kit and braille ruler -- Give print students paper, pencil, and ruler. Say: DRAW A LINE THAT IS 3" LONG.
DRAW A LINE THAT IS 4½" LONG.
DRAW A LINE THAT IS 8 ½" LONG.
DRAW A LINE THAT IS 10" LONG.

8. **Measures distances with yardstick**

Materials: yardstick

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Say: TAKE THE YARDSTICK AND MEASURE THE TABLE. TELL ME EXACTLY HOW LONG IT IS.
TAKE THE YARDSTICK AND MEASURE THE WALL AT THE BOTTOM. TELL ME EXACTLY HOW LONG IT IS.

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Level: Academic

Area: Math

Sub-area: Measurement - Weight

1. Identifies heavier and lighter objects by using a balance scale.

   Materials: Balance scale, three sets of heavy and light objects.

   Pair a heavy object with a lighter object. Place one member of the pair on each side of the scale and say: TELL ME WHICH IS HEAVIER AND WHICH IS LIGHTER.

2. Identifies heavier and lighter objects by using a platform scale.

   Materials: platform scale, three pairs of heavy and light objects of about the same size.

   Pair a heavy object with a lighter object. Place one object on the scale and say: SEE HOW MUCH THIS OBJECT WEIGHS. Remove and place the paired object on the scale and say: SEE HOW MUCH THIS OBJECT WEIGHS. Remove and hold both objects in front of child and ask: WHICH OBJECT WEIGHS MORE?

3. Relates weight measurement to pounds.

   Say: WE MEASURE TIME IN HOURS AND LENGTH IN INCHES. HOW DO WE MEASURE WEIGHT? (in pounds)

Level: Academic

Area: Math

Sub-area: Measurement - Time

1. Tells a complete date with month, day, year.

   SAY: TELL ME THE MONTH, DAY, AND YEAR OF TODAY'S DATE.

2. Identifies relationship between day, week, month, year.

   ASK: HOW MANY DAYS ARE IN A WEEK? (7)
   HOW MANY MONTHS ARE IN A YEAR? (12)
   HOW MANY WEEKS ARE IN A YEAR? (52)
   ABOUT HOW MANY WEEKS ARE IN A MONTH? (4)
   ABOUT HOW MANY DAYS ARE IN A MONTH? (30 or 31)
   HOW MANY DAYS ARE IN A YEAR? 365 or 366)
   WHICH IS LONGER, A DAY OR A WEEK? (week)
   WHICH IS LONGER, A YEAR OR A WEEK? (year)
   WHICH IS LESS TIME, A MONTH OR A WEEK? (week)
   WHICH IS LESS TIME, A DAY OR A MONTH? (day)

3. Differentiates hands on a clock.

   Materials: toy clock, real clock without glass or braille clock.

   ASK: HOW MANY HANDS ARE ON A CLOCK? (2 or 3)
   ARE THEY BOTH THE SAME? (no)
   WHAT IS THE DIFFERENCE IN THE TWO HANDS ON A CLOCK? (length, size, one moves more, etc.)
   WHAT'S THE OTHER NAME FOR THE SHORT HAND? (hour hand)
   WHAT'S THE OTHER NAME FOR THE LONG HAND? (minute hand)
   SHOW ME THE MINUTE HAND ON THIS CLOCK.
   SHOW ME THE HOUR HAND ON THIS CLOCK.

4. Tells the correct time to the hour.

Materials: real clock or braille clock.

SAY: I'M GOING TO SET THIS CLOCK FOR SOME DIFFERENT TIMES AND I WANT YOU TO TELL ME WHAT TIME IT IS EACH TIME I CHANGE THE CLOCK. Set the clock for: 5:00, 9:00, 1:00, 6:00, 12:00, 3:00, 8:00, 2:00, 11:00, 7:00, 4:00, 10:00.

5. Identifies the relationship between day and hour.

ASK: WHICH IS LONGER, AN HOUR OR A DAY? (day)
HOW MANY HOURS ARE IN A DAY? (24)
HOW IS A DAY DIVIDED? (hours, minutes, seconds)
HOW MANY HOURS ARE THERE FROM NOON TO MIDNIGHT? (12)
HOW MANY HOURS ARE THERE FROM MIDNIGHT TO NOON? (12)

6. Tells correct time to the half-hour.

Materials: toy clock, clock without glass, or braille clock.

SAY: I'M GOING TO SET THIS CLOCK FOR SOME DIFFERENT TIMES AND I WANT YOU TO TELL ME WHAT TIME IT IS EACH TIME I CHANGE THE CLOCK. Set clock for 10:30, 4;30, 7:30, 11:30, 2:30, 8:30, 3:30, 12:30, 6:30, 1:30, 9:30, 5:30. If child gives only the hour, Say: TRY TO GIVE ME THE EXACT TIME.

7. Describes the position of hands on a clock.

Materials: toy clock, real clock without glass or braille clock.

SAY: SHOW ME WHAT A CLOCK WOULD LOOK LIKE AT 4 O'CLOCK.
SHOW ME WHAT A CLOCK WOULD LOOK LIKE AT 6:30.
SHOW ME WAHT A CLOCK WOULD LOOK LIKE AT 10 O"CLOCK.
SHOW ME WHAT A CLOCK WOULD LOOK LIKE AT 12:30.

8. Says months in correct order.

SAY: TELL ME THE MONTHS OF THE YEAR IN ORDER.

9. **Tells correct time to the quarter hour.**

Materials: toy clock, clock without glass or braille clock.

SAY: I'M GOING TO SET THIS CLOCK FOR SOME DIFFERENT TIMES AND I WANT YOU TO TELL ME THE CORRECT TIME EACH TIME I CHANGE THE CLOCK. Set clock for 10:15, 4:45, 7:15, 11:45, 3:15, 8:45, 5:15, 9:45, 1:15, 6:45, 12:15, 2:45. If child gives only the hour, say: TRY TO GIVE ME THE EXACT TIME.

10. **Tells the correct time to the five minutes.**

Materials: toy clock, clock without glass or braille clock.

SAY: I'M GOING TO SET THIS CLOCK FOR SOME DIFFERENT TIMES AND I WANT YOU TO TELL ME THE CORRECT TIME EACH TIME I CHANGE THE CLOCK. Set clock for 5:10, 9:35, 1:20, 6:05, 12:05, 3:55, 8:25, 2:50, 11:40. If child gives only the hour, say: TRY TO GIVE ME THE EXACT TIME.

11. **Identifies the relationship between minute and seconds.**

ASK: WHICH IS LONGER, A MINUTE OR A SECOND? (minute)
HOW MANY SECONDS ARE IN A MINUTE? (60)

12. **Uses calendar to obtain specific information.**

Materials: calendar (print & braille).

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SAY: LOOK AT THIS CALENDAR. Choose the current month and one additional month.
THEN ASK: WHAT IS THE DATE OF THE THIRD TUESDAY?
HOW MANY SATURDAYS ARE THERE IN THIS MONTH?
WHAT IS THE DATE OF THE FIRST SUNDAY IN THIS MONTH?
WHAT IS THE DATE OF THE FOURTH MONDAY IN THIS MONTH?
WHAT IS THE DATE OF THE SECOND WEDNESDAY IN THIS MONTH?
HOW MANY THURSDAYS ARE IN THIS MONTH?
ARE THERE 5 FRIDAYS IN THIS MONTH?
ARE THERE ANY HOLIDAYS IN THIS MONTH?
IS YOUR BIRTHDAY IN THIS MONTH?

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13. Solves <u>simple</u> problems involving time.

ASK: IF I GET UP AT 8 O'CLOCK AND SCHOOL STARTS AT 8 O'CLOCK, HOW MANY HOURS DOES IT TAKE ME TO GET READY FOR SCHOOL AND GET TO SCHOOL AT 8 O'CLOCK? (2 hours)

IF I START WATCHING T.V. AT 4:30 AND WATCH IT FOR 2 HOURS, AT WHAT TIME WILL I STOP WATCHING T.V.? (6:30)

IF I CATCH A BUS AT 5:00 AND IT TAKES ME ½ HOUR TO GET ACROSS TOWN, AT WHAT TIME WILL I GET THERE? (5:30)

IF I STAY UP LATE ON FRIDAY NIGHT --TILL MIDNIGHT-- AND GET 8 HOURS OF SLEEP, AT WHAT TIME WILL I GET UP ON SATURDAY MORNING? (8:00)

Level: Academic

Area: Math

Sub-area: Measurement - Liquid

1. Identifies cup.

   Materials: cup, pint, quart, and ½-gallon containers

   Present the student with the cup, pint, and quart containers. Ask: WHICH IS A CUP?

2. Identifies pint.

   Materials: cup, pint, quart, and ½-gallon containers.

   Present the student with the cup, pint, and quart containers. Ask: WHICH IS A PINT?

3. Know simple relationships between cup and pint.

   Materials: cup, pint, quart, and ½-gallon containers.

   Allow child to hold containers. Say: THIS IS A PINT AND THIS IS A CUP. WHICH ONE CAN HOLD MORE WATER? (pint)

4. Identifies quart.

   Materals: cup, pint, quart, and ½-gallon containers.

   Present the student with the containers. Say: WHICH IS A QUART?

5. Knows simple relationship between cup, pint, and quart.

Materials: cup, pint, and quart containers.

Present the cup, pint, and quart containers and say: WHICH ONE HOLDS MORE WATER? (quart) Hold the cup and pint and say: HOW MANY CUPS ARE IN A PINT? (2) Hold pint and quart and say: HOW MANY PINTS ARE IN A QUART? (2) Hold cup and quart and say: HOW MANY CUPS ARE IN A QUART? (4)

6. Converts units of liquid measurement using cup, pint, and quart.

Materials: 4 cups, 2 pints, 2 quarts, colored liquid.

Fill two cups with liquid. Say: SHOW ME WHICH CONTAINER YOU CAN FILL UP WITH THESE CUPS.
Fill only a quart container with liquid. Say: SHOW ME WHICH CONTAINERS YOU CAN FILL UP TO THE TOP WITH THIS LIQUID. Fill only the two pints. Say: NOW SHOW ME WHAT YOU CAN FILL UP WITH THIS LIQUID.

7. Identifies gallon.

Materials: cup, pint, quart and gallon containers

Present the containers to the child and say: WHICH IS A GALLON?

8. Converts gallons to quarts.

Materials: quart container, sink, large pan.

At the sink, give the quart container to child, Say: THIS CONTAINER HOLDS ONE QUART. PUT ONE GALLON OF WATER INTO THE PAN.

Level: Academic

Area: Math

Sub-area: Measurement - Money

1. Names coins: penny, nickel, dime, quarter, half-dollar

   Materials. 5 coins: 1 penny, 1 nickel, 1 dime, 1 quarter, 1 half-dollar.

   Show the child or let the child feel one coin at a time and say: WHAT IS THE NAME OF THIS COIN? Progression should be nickel, penny, quarter, dime.

2. Identifies coin value.

   Materials: 4 coins: 1 penny, 1 nickel, 1 dime, 1 quarter

   Show child or let child feel one coin at a time and say: HOW MANY CENTS IS THIS? Progression should be: dime, nickel, quarter, penny.

3. Counts money with penny, nickel, and dime.

   Materials: 4 pennies, 2 nickels, 3 dimes, work tray

   Place 2 pennies, 1 nickel, and 1 dime in the tray. Say: TELL ME HOW MUCH MONEY I PUT IN THE TRAY.
   Place 4 pennies, 2 nickels, and 3 dimes in the tray and say: TELL ME HOW MUCH MONEY IS IN THE TRAY NOW.

215 4. Reads money value with cents sign (¢).

   Materials: flashcard with "8¢" in braille or print. 216

   Give card to child. SAY: TELL ME WHAT THIS SAYS.

5. Identifies coin value: penny, nickel, dime, quarter, & half-dollar

   Materials: 5 coins: 1 penny, 1 nickel, 1 dime, 1 quarter, & 1 half-dollar.

   Hand child one coin at a time and say: HOW MANY CENTS IS THIS COIN WORTH? Progression should be nickel, penny, ½-dollar, dime, quarter.

6. Counts money with penny, nickel, dime, quarter, & ½-dollar.

   Materials: 3 pennies, 1 nickel, 1 dime, 2 quarters, 1 ½-dollar, work tray.

   Place 1 penny, 1 nickel, 1 dime, 1 quarter and 1 ½-dollar in tray and say: HOW MUCH MONEY IS IN THE TRAY? Then place 1 ½-dollar, 2 quarters, 3 pennies, 1 dime, 1 nickel in the tray and say: HOW MUCH MONEY IS THERE NOW? ($1.18)

7. Names the order of values of a $1, $5, & $10 bill.

   Materials: $1 bill, $5 bill, and $10 bill.

   Give child 3 bills (indicating value of each to braille students) and say: WHICH IS LEAST IN VALUE? WHICH IS MOST IN VALUE?

8. Knows equivalent and non-equivalent value to $1.

   Ask: IS A QUARTER MORE MONEY OR THE SAME AMOUNT AS 5 NICKELS? (same)
   IS A NICKEL THE SAME OR MORE THAN 4 PENNIES? (more)
   IF YOU WANTED CHANGE FOR $1.00 HOW MANY QUARTERS WOULD I GIVE YOU? (4)
   IS A DIME OR A NICKEL MORE MONEY? (dime)

9. Identifies combination of coins or bills which equal the amount needed to purchase an item to $2.00.

   Materials: dollar bill, ½-dollar, 3 quarters, 2 dimes, 2 nickels, and 4 pennies.

SAY: HERE IS A DOLLAR BILL AND SOME CHANGE. SHOW ME WHAT YOU WOULD USE TO BUY SOMETHING FOR 75¢.
...FOR $1.30. ...FOR$1.52. ... FOR 43¢. FOR $1.96.

10. Makes change up to 25¢.

Materials: 2 dimes, 3 quarters, 4 nickels, 14 pennies.

SAY: LET'S PLAY STORE. Give 1 dime, 1 nickel, and 4 pennies to child and say: HERE IS SOME CHANGE.
YOU ARE THE STORE KEEPER. I WANT TO BUY SOME THINGS FROM YOUR STORE. I WILL GIVE YOU A COIN AND YOU
GIVE ME MY CHANGE. I WILL BUY SOMETHING FOR TWO CENTS. HERE IS A DIME. GIVE ME CHANGE. (8¢)
NOW I'LL BUY SOMETHING FOR SIX CENTS. HERE ARE TWO NICKELS, GIVE ME CHANGE. (4¢)
NOW I'LL BUY SOMETHING FOR THIRTEEN CENTS. HERE IS A QUARTER. GIVE ME CHANGE. (12¢)
NOW I'LL BUY SOMETHING FOR TWELVE CENTS. HERE IS A NICKEL AND A DIME. GIVE ME CHANGE. (3¢)
NOW I'LL BUY SOMETHING FOR EIGHTEEN CENTS. HERE IS A QUARTER. GIVE ME CHANGE. (7¢)

11. Makes change up to $1.00.

If child passes all activities of item 10, proceed in the same manner. Say: NOW I"LL BUY SOMETHING FOR
FIFTY CENTS. HERE IS A DOLLAR. GIVE ME CHANGE. (50¢)
NOW I WILL BUY SOMETHING FOR EIGHTY-THREE CENTS. HERE IS A DOLLAR. GIVE ME CHANGE. (17¢)

12. Reads money value with decimal notation.

Materials: flashcards ($1.10, $3.75, $7.50, $9.98) in print or braille.

Give child one card at a time.

249

SAY: READ THIS AMOUNT OF MONEY.

250

Level: Academic

Area: Math

Sub-area: Measurement - Temperature

1. Knows that temperature is measured with a thermometer.

   Materials: standard outdoor bulb thermometer.

   Present thermometer to child and say: HERE IS A THERMOMETER. WHAT DO WE USE A THERMOMETER FOR?
   (to measure temperature, tell how hot or cold it is, etc.)

Level: Academic

Area: Math

Sub-area: Geometry

1. Identifies closed curves with points on the curve.

   Materials: Worksheet 104.

   Point to figure A. and ask: IS THIS A CLOSED OR OPEN CURVE? (closed) WHAT POINTS ARE ON THE CURVE? (A,B,C,D) WHAT POINTS ARE NOT ON THE CURVE? (E,F) Point to figure B and ask: IS THIS A CLOSED OR OPEN CURVE? (Open) Point to figure C and ask: IS THIS A CLOSED OR OPEN CURVE? (Closed) WHAT POINTS ARE ON THE CURVE? (A,B,C,D,E) WHAT POINTS ARE NOT ON THE CURVE? (F,G) Point to figure D and say: THIS IS AN OPEN CURVE. CAN YOU MAKE IT A CLOSED CURVE? SHOW ME HOW.

2. Draws closed curve around a set of points.

   Materials: Worksheet 105.

   Say: DRAW A CLOSED CURVE AROUND THESE POINTS.

3. Differentiates between line segments and lines.

   Materials: Worksheet 106.

   Say: WHICH DRAWINGS SHOW LINES? (CD, XY) WHICH DRAWINGS SHOW LINE SEGMENTS? (AB, FI)

4. Identifies intersecting points on lines.

Materials: worksheet 107.

Point to Figure A. Ask: WHERE DO THE LINES INTERSECT? or WHERE DO THE LINES MEET. (e)
IS POINT E ON LINE AC, BD, OR BOTH LINES? (both)
Then point to Figure B. Ask: WHERE DO THE LINES INTERSECT? or WHERE DO THE LINES MEET? (k)
IS POINT L ON LINE JL, HI OR ON BOTH LINES? (JL)

5. Names lines.

Materials: Worksheet 108.

Point to Figure A. Say: NAME THIS LINE FOR ME. Repeat for Figure B. (ab; lm)

6. Recognizes properties of curves, lines, line segments, points on a curve.

Materials: Worksheet 109 in print or braille
Say: LOOK AT THESE DRAWINGS:
Ask: WHICH DRAWING SHOWS PART OF A LINE? (xy)
WHICH ONE IS A CURVE THAT GOES ON AND ON IN BOTH DIRECTIONS? (d-h)
WHICH ONE HAS TWO END POINTS? (xy)
WHICH SHOWS A SET OF POINTS CONNECTED TO FORM A PATH? (ab)
WHICH ONE IS NOT A SET OF POINTS IN A STRAIGHT LINE? (d-h)

7. Draws a line segment, curve, and line. (optional for braille students)

Materials: pencil and paper.

Say: DRAW A LINE FOR ME.
DRAW A LINE SEGMENT FOR ME.
DRAW A CURVE FOR ME.

8. Recognizes a ray and its properties.

Materials: worksheet 110.

Say: LOOK AT THIS DRAWING. Ask: WHAT IS THIS CALLED? (ray)
DOES IT HAVE AN END POINT? (yes)
IS IT STRAIGHT? (yes)
DOES IT GO ON AND ON IN BOTH DIRECTIONS? (no)
DOES IT GO ON AND ON IN ONE DIRECTION? (yes)

9. Draws a ray. (optional for braille students)

Materials: pencil and paper.

Say: DRAW A RAY FOR ME.

10. Recognizes a plane.

Say: THE FLOOR IS A PLANE. NAME SOME OTHER PLANES.
(Names several other flat surfaces.)

11. Identifies simple closed curves.

Materials: worksheet 111.

Ask: WHICH OF THESE ARE SIMPLE CLOSED CURVES? WHY?
(1,3,5; curves do not cross)

12. Identifies angles.

Materials: worksheet 112.

Say: LOOK AT THESE DRAWINGS. Ask: WHAT ARE THESE CALLED? (angles)
WHAT ARE THEY MADE OF? (rays)
SHOW ME WHERE THE RAYS INTERSECT? (A)

13. Names angles.

Materials: worksheet 113.

Point to Figure A. Ask: WHAT IS THE NAME OF THIS ANGLE? Repeat with Figure B. (x,y,z; KLM)

14. Recognizes right angles.

Materials: worksheet 114.

Say: LOOK AT THESE DRAWINGS. Ask: WHICH OF THESE ARE RIGHT ANGLES? (1,2,3)

15. Recognizes parallel lines.

Materials: worksheet 115.

Say: LOOK AT THESE DRAWINGS. Ask: WHICH PICTURES SHOW PARALLEL LINES? (1,2,6)

16. Recognizes quadrilaterals.

Materials: worksheet 116.

Say: LOOK AT THESE DRAWINGS. Ask: WHICH ONES ARE QUADRILATERALS? (1,2,5)
HOW MANY SIDES DOES A QUADRILATERAL HAVE? (4)
HOW MANY CORNER POINTS DOES A QUADRILATERAL HAVE? (4)
HOW MANY ANGLES DOES A QUADRILATERAL HAVE? (4)

17. Recognizes diagonals.

Materials: worksheet 117.

Say: LOOK AT THIS DRAWING. Ask: HOW MANY DIAGONALS DO YOU SEE? (2)
WHICH LINES ARE DIAGONALS? (AC, BD)

18. **Recognizes and identifies the radius and diameter of a circle.**

Materials: worksheet 118.

Say: LOOK AT THESE DRAWINGS. Ask: WHICH PICTURE SHOWS THE DIAMETER OF THE CIRCLE?
WHICH PICTURE SHOWS THE RADIUS OF THE CIRCLE?

19. **Draws radius and diameter of a given circle.** (optional for braille students)

Materials: worksheet 119, paper and pencil.

Point to Figure A. Say: DRAW THE DIAMETER OF THIS CIRCLE. Then point to Figure B. Say: DRAW THE RADIUS OF THIS CIRCLE.

20. **Identifies sphere, cylinder, cube, and pyramid.**

Materials: A set of solid figures - sphere, cylinder, cube, and pyramid.

Say: SHOW ME THE SPHERE, THE CYLINDER, THE CUBE, AND THE PYRAMID.

Level: Academic

Area: Daily Living

Sub-area: Leisure

1. Uses indoor play equipment properly.

   Materials: variety of gymnasium equipment

   Observe child playing with indoor equipment.

2. Uses playground equipment properly.

   Materials: slide, swings, teeter-totter, etc.

   Observe child using a variety of outdoor equipment.

3. Chooses from a variety of activities to occupy free/leisure time.

   Observe child during free time before, during or after school. Note child's ability to select an activity when several possiblities exist.

4. Engages in outdoor group games.

   Initiate a game of follow-the-leader and let the children continue with minimal guidance. Observe child's level of participation.

5. Independently organizes leisure time.

   Observe child's choice of activities during free or leisure time.

Level: Academic

Area: Daily Living

Sub-area: Vocational Preparation and Career Awareness

1. Assumes minor responsibilities.

   Assign child specific classroom responsibilities (e.g., handing out books, monitor, collecting papers, putting materials in place). Observe child's ability to perform the tasks in a consistent and orderly manner.

2. Accepts familiar authority and rules.

   Establish simple rules of performance in and around the classroom (e.g. lowered voice, no physical aggression, putting materials away, walking in halls); Observe child's ability to follow the class rules. Also note child's compliance with teacher's requests and commands.

3. Accepts new authority and rule.

   Observe child's ability to comply with novel rules and requests from less familiar playground, in the library, at lunch and in music and gym.

4. Is accepted by peers into play and work situations.

   Observe if peers select child for helpers, game team member, free time or work partner when such opportunities are provided in work and play situations .

5. Completes simple task without supervision.

   Materials: hammer and five nails. five large nuts and bolts.

   Show child how to hammer in a nail and assemble a nut and bolt. Say: YOU COMPLETE IT NOW AND TELL ME WHEN YOU'RE DONE. Leave child to work independently. Observe whether child can take instruction and then complete the task satisfactorily.

6. Tries for improved quality in task.

   Following two different types of tasks on which child has made some errors (e.g., a braille writing task or reading task) say: YOU MADE SOME ERRORS. WOULD YOU LIKE TO TRY IT AGAIN? If child agrees, note improvements in attention to the task and quality of work.

7. Discriminates between good and poor quality of work.

   Materials: Pictures of normal and scrambled faces, of a correctly buttoned and incorrectly buttoned shirts, and of nails hammered into wood correctly and at an angle.

   Point to first set of pictures (faces). Ask: WHICH IS GOOD WORK? Repeat for pictures of <u>shirts</u> and of <u>nails and wood</u>.

8. Attends to one task for at least 30 minutes.

   Observe child in numerous work and play situations.

9. Works cooperatively.

   Observe child's work behavior during group tasks or hang a large sheet of paper on the wall with a raised line circle outlined on it. Assign a group of five children to color it in. Observe child's ability to work with the other children to accomplish the task.

10. Is punctual with few verbal reminders.

    Observe punctuality of child in moving from one activity or situation to another.

11. Behaves appropriately during transition times between familiar places.

    Observe child's behavior when moving from one place to another.

12. Carries out simple routine responsibilities without being reminded.

    Assign the child several daily chores (E.G., arranging library area each morning, closing windows before leaving each afternoon, keeping sink area clean.). Observe whether child fulfills daily responsibilities without being reminded.

13. Knows jobs of community helpers.

Ask: WHAT DOES A POLICEMAN DO? Repeat for fireman, grocer, farmer, butcher, teacher, mailman, doctor, nurse, dentist, trash collector, beautician or barber, and librarian. Any response which identifies the function of the job is acceptable. Stop after four consecutive failures.

APPENDIX

A. Dolch Word List

B. Optacon Reading Skills Assessment

DOLCH BASIC SIGHT VOCABULARY CARDS

to
the
all
is
yes
who
ask
come
not
but
away
after
have
again
there
those
white
saw
made
because
our
hold
gave
of
may
sit
done
full
draw
which
ate
best
never
found
where
pick
only
let
show

got
don't
know
pretty
or
funny
her
brown
stop
if
I
to
it
in
red
work
for
on
here
us
three
ride
five
many
six
around
must
ran
long
has
grow
thank
live
right
pull
try
warm
wash
drink

own
fly
these
far
every
shall
sing
together
why
been
cold
went
my
over
sleep
make
then
soon
that
did
too
a
play
and
said
your
him
this
going
had
eat
ten
buy
please
would
under
does
any
very
from

off
read
want
kind
round
hot
use
eight
hurt
cut
goes
better
first
well
wish
how
came
carry
once
always
run
myself
keep
tell
do
some
was
out
he
yellow
for
little
me
today
call
will
as
down
his

they
walk
say
what
an
with
much
no
find
open
laugh
were
could
its
small
write
clean
start
upon
fall
both
bring
seven
fast
now
think
light
take
put
give
black
their
about
get
when
them
old
at
so

Pre-Requisites

1. Complete pre-reading skills checklist
2. Have average to above average braille reading skills

Pre-Training Checklist

1. Indicates knowledge of the following relationships:
   a. top-bottom-middle
   b. left-right
   c. above-below
   d. toward-away-from
   e. up-down
   f. across-back
   g. height-width
   h. centered

2. Recognizes basic geometric shapes on Optacon

3. Indicates knowledge of kinds of lines
   a. vertical
   b. horizontal
   c. diagonal
   d. curve

Stage I

1. Indicates knowledge of equipment and rules for basic care
   a. on/off switch
   b. removes and replaces camera in holder
   c. positions camera in tracking aid
   d. positions finger in tactile array
   e. adjusts magnification control
   f. attaches battery charger
   g. keeps lens cable straight

2. Tracks with tracking aid

3. Recognizes upper case alphabet

4. Recognizes punctuation marks

5. Recognizes numerals

6. Recognizes lower case alphabet

7. Reads with various type styles

8. Adjusts camera retina

9. Tracks free-hand

Stage II

1. Adjusts threshold and intensity control independently

2. Indicates knowledge of:
   a. use of invert switch
   b. use of battery-check button
   c. use of circuit breaker
   d. how to pack Optacon in soft-pack

3. Reads varied selection for speed-building

4. Reads different printed formats
   a. Level of difficulty
      1) easy - page filled with words; little empty space, consistently written material, consistent placement on page, easy print style
      2) medium - moderate use of pictures, different types of materials, different print styles
      3) hard - inconsistent placement of material on page, use of many different types of materials or print styles, column format

   b. Types of formats
      1) table of contents
      2) page lay-out with pictures and print
      3) page-numbering systems
      4) varieties of type styles on one paper
      5) index

   c. Different kinds of reading materials
      1) textbooks
      2) library books
      3) newspaper
      4) magazines
      5) telephone directory
      6) dictionary
      7) encyclopedia
      8) tables and charts
      9) type written mail